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AUTHOR Varley, Peter J.; Cumming, Joy
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ABSTRACT

The aim of this study was to obtain information about how advisory teachers and persons within schools perceive the operation of the Advisory Teacher Service inaugurated in the Queensland State Department of Education in 1970. The service was provided so that advisory teachers would visit primary schools on invitation of the principal and help teachers with new methods and materials, teaching techniques, curriculum interpretation, and application of recent research. Data on the service was obtained from school personnel comprised of principals, deputy principals, senior mistresses, and teachers. Two questionnaires were prepared: one was administered to school personnel; the second was administered to advisory teachers. The purpose was to obtain information on issues where distinct discrepancies might exist between the views expressed by school personnel and advisory teachers. The advisory teacher questionnaire sought information about job satisfaction and ways, if any, in which changes in operation might occur. Data collected from the questionnaires is presented in tabular form following the introduction to the document. Appendixes contain copies of the questionnaires and principal components analyses of advisory teacher role items and reactions to advisory teachers by school personnel. (DMT)

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# ADVISORY TEACHER SERVICE IN QUEENSLAND PRIMARY SCHOOLS

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Peter J. Varley
Joy Cumming

Research Branch
Department of Education, Queensland

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# INTRODUCTION

In 1970 an Advisory Teacher Service was inaugurated in the Queensland State Department of Education with the appointment of 14 advisory teachers to advise in primary school mathematics. When announcing this new Service, the Director-General of Education stressed that it was intended that an advisory teacher would provide *in school* assistance to individual teachers and groups of teachers. It was envisaged that advisory teachers would visit primary schools on invitation of the principal and that during visits emphasis would be placed upon enriching teachers' knowledge of the subject in a number of ways. These ways would include giving of advice on new methods and materials, suggesting alternative methods and practices, demonstrating different teaching techniques, assisting with curriculum interpretation and referring to recent research in the subject area.

There seemed to be a clear advantage in creating a new position in the Department of Education to supplement existing in-school support services. These existing services were provided in the main by experienced teachers and principals, and in a more general sense by inspectors of schools who convened seminars and gave advice during annual inspections. With the changing ratio of old to young teachers, increases in teacher numbers and quite radical changes in syllabuses, this existing in-school support was seen to be potentially inadequate. For example, when the new syllabus for science was introduced in 1966 seminars were convened in practically every centre in the State. The problem with seminars at this time were two-fold. Firstly not all teachers could be released to attend, so those who were released had to pass-on, with some loss in the translation, what they had learned. Secondly, since seminars were a group arrangement, individual teachers' problems could not be given appropriate attention.

When the *Program in Mathematics* was introduced there was a marked difference between the way teachers had implemented the previous syllabus and what was expected of them with the new. Teacher and pupil resource material was provided and seminars conducted but there still seemed to be a need for more support. Furthermore there seemed to be no easy way to provide appropriate additional support within the present organisational structure. Hence, the advisory teacher position was created.

The initial 14 advisory teachers were classroom teachers with demonstrated expertise in teaching mathematics. Following an initial training period in the Research and Curriculum Branch, these teachers travelled from school to school helping teachers with their problems. In so doing, these advisory teachers gained experience which would enable them to fulfil their task better.

To ensure assistance was provided only where necessary, advisory teachers visited schools only on invitation from the principal. If the principal saw existing support services to be adequate and that teachers in the school had no problems they were unable to solve, then no visit would be requested. The demand for visits was seen to be an index of the need for the new Advisory Teacher Service.

Since the inauguration of the Advisory Teacher Service in 1970 this service has expanded over the past five years in terms of both numbers of advisors and the subject areas serviced. At the time this survey was conducted there were a total of 41 advisory teachers in six subject areas of the syllabus and a further 21 advisory teachers in four specialist areas. Full details are shown in Table 1.

**Table 1: Primary School Advisory Teacher Service 1974**

| Areas of Service | Number of Advisory Teachers |
|---|---|
| *Subject Areas* | |
| Art | 7 |
| Health and Physical Education | 7 |
| Language Arts | 11 |
| Mathematics | 7 |
| Music | 3 |
| Social Studies | 6 |
| Sub-Total | 41 |
| *Special Areas* | |
| Aboriginal Education | 4 |
| Audio Visual Education | 3 |
| Child and Migrant Education | 1 |
| Library | 13 |
| Sub-Total | 21 |
| TOTAL | 62 |

In addition, specialist support was provided in music and health and physical education. There were three teachers of music in the State. These were each attached to a central school in an area and took music lessons in that school and in neighbouring schools. There were some 150 health and physical education teachers attached to primary schools on a somewhat similar basis to teachers of music. The health and physical education teachers spend two to three days at a home centre and the remaining days servicing nearby schools. In some of the more remote areas physical education teachers attached to high schools provide some primary school service.

Whereas the special teachers support classroom teachers by performing the teaching tasks requiring special expertise, allowing the classroom teacher to provide follow-up practice and consolidation activities, the advisory teacher has no direct responsibility for teaching a class at all. The general function of the advisory teacher is to act as a resource person to help teachers become better teachers. This is done by providing *on the job* assistance with such tasks as curriculum interpretation, planning teaching programs or units of work, introducing new methods or techniques, discussing resource utilisation, identifying and re-defining problems, co-ordinating expertise through effective organisation and administration at the classroom and school level, and helping keep teachers up to date with educational changes. However, the advisory teacher as a resource person and change agent must be seen as but one of a number of personnel providing in-school support. The principal, deputy, senior mistress, infant mistress, experienced teacher, teacher with special qualifications, and teacher of special subjects are all in a position to help improve teaching and learning in the school.

This study can now be seen in context. It focuses on the Advisory Teacher Service as one of the support services offered in primary schools. The service has inherent in its organisation and execution a number of advantages and problems. One advantage arises from the breadth of experience gained by the itinerant advisor as he or she sees many teachers in many schools. But itinerancy can be itself a problem in that there is likely to be a disruption of personal life and feelings of alienation from one's peers.

Another advantage is that advisory visits are by invitation only. Advisory teachers would expect therefore, to be serving a clearly identified need. Since however, it is only principals who actually issue invitations, requests for visits, except in very small schools, might not arise from staff-felt needs. Thus requests for visits while an index of need do not necessarily reflect the existence of need at all status levels within the school.

Given the existence of a wide range of support services, questions arise, regarding the way in which further development of the Advisory Teacher Service might take place. For example, after some five years of operation, marked by considerable numerical expansion, the number of advisory teachers in mathematics has halved. On the other hand in language arts, where a syllabus development has occurred, there were at the time of the survey eleven advisory teachers. Is the need for advisory teachers linked directly to syllabus changes? Do school personnel regard the importance of the subject area advisory teachers differently from special area advisory teachers? Are needs for advisory service adequately met at the present staffing level? Are practical issues rather than some more over-riding psychological and philosophical issues areas where teachers see the greatest need for help? If not is there a need for expansion in all areas or in only some areas? How do teachers and advisory teachers see the organization of visits? Are there basic discrepancies between the role expectations of school personnel and the role enactment of Advisory Teachers? These are but some of the questions which the survey investigates.

Informal feedback on the Advisory Teacher Service has been in general favourable. However, such feedback might not reflect the opinions of all those serviced by advisory teachers. Accordingly this study was undertaken at the end of the 1974 school year to obtain empirical information from a representative sample of school personnel concerning the operation and effectiveness of the Primary School Advisory Teacher Service.

**Aims**

The aim was to obtain information about how advisory teachers and persons within schools perceive the operation of the Advisory Teacher Service, and the processes employed by advisory teachers in assisting school personnel. It was intended that information obtained would provide a basis for judgements by decision-makers at all levels concerning the service and help both advisory teachers and school personnel to make effective use of the support opportunities which the service makes possible.

**Sample and Method**

Data were obtained from school personnel which comprised Principals, Deputy Principals, Senior Mistresses and teachers. Since status level in the administration hierarchy, or differences in responsibility for teaching children, might result in different expectations and perceptions of advisory teachers, provision was made to partition the sample into six groups. The groups were:

1. Principals of Class 1 Schools (Heads of large administrative units).
2. Principals of Class 2 and 3 Schools (Heads of medium sized administrative units),
3. Principals of Class 4, 5 and 6 schools (Heads of small administrative units with varying teaching responsibility).
4. Deputy Principals and Senior Mistresses (Assistant administrators).
5. Teachers in Class 1 Schools (Teachers in large schools)
6. Teachers in Class 2 and 3 schools (Teachers in medium sized schools)

Other groupings could be formed to extract, for example, information about one-teacher schools. The broad grouping described above, was, however, seen to be useful for most analyses.

To keep the total sample to a manageable size while at the same time to ensure that minority groups could be represented, a disproportionate sampling technique was used. Subsequent weighting procedures were employed to ensure that those groups which were over-represented did not distort the results. The sample ratios for the various groups together with number sampled, number responding and response rate are shown in Table 2.

**Table 2: Sample Ratios and Response Rates for Six Status Levels**

| Group | Proportion of Population Sampled | No. in Sample | No. Responding | Response Rate | Adjusted Weighted Numbers |
|---|---|---|---|---|---|
| Principals, Class 1 Schools | .8 | 100 | 59 | 59% | 5 |
| Principals, Class 2 and 3 Schools | .4 | 160 | 101 | 63% | 15 |
| Principals, Class 4, 5 and 6 Schools | .2 | 100 | 56 | 56% | 28 |
| Deputy Principals, Senior Mistresses | .7 | 100 | 68 | 68% | 10 |
| Teachers in Class 1 Schools | .05 | 200 | 133 | 66% | 281 |
| Teachers in Class 2 and 3 Schools | .05 | 225 | 139 | 62% | 305 |

The teacher sample, groups 5 and 6, was drawn from the teacher payroll list at a rate of 1 in 20, using random procedures. The class 4, 5 and 6 principal sample was drawn randomly from the school list at the rate of 1 in 5. Samples of Principals in class 1 through to class 3 schools including Deputy Principals and Senior Mistresses were included if teachers within their schools were included in the teacher sample. The consequence of this procedure was over-representation of this latter group. The over-representation of principals of class 4, 5 and 6 schools on the other hand was necessary to ensure representativeness of this group across all Educational Regions.

From Table 2 it can be seen that unless compensatory weighting techniques were employed the opinions of principals of class 1 schools whose sample ratio was 80% would outweigh those of teachers whose sample ratio was 5%. Adjusted weighted group membership number is shown in the last column. The weighting technique therefore allows significance tests on mean differences to be used which reflect accurately the actual groups numbers in the population.*

Data were also obtained from advisory teachers. Owing to the small number of advisory teachers no sampling was employed. At the time of the survey many special area advisory teachers were deployed quite differently from subject area advisory teachers. The three audio-visual advisory teachers concentrated their support in regional seminar activity and not in schools *per se*. The advisory teacher in child and migrant education was carrying out a dual advisory and semi-administrative function. The advisory teachers in aboriginal education were concentrating their efforts in schools with a highly indigenous population, many of which were in the Torres Strait and Gulf Peninsula areas. Library advisory teachers were providing support to small schools and in addition were providing support service to teacher librarians in larger schools. The subject area advisory teachers, on the other hand, were providing mainly *in school* support to all teachers irrespective of school size. An exception was the advisory teachers in Health and Physical Education where Teachers in Physical Education also exist. The function of these advisory teachers was to work mainly through specialist staff in larger schools and directly with teachers in the smaller schools.

* Since the sample was proportionately representative of all regions in the state, provided weighting is used to adjust for disproportionate representation of status groups, status by region analyses and comparisons can be made without further adjustment.

As a consequence of this diversity of operation, it was only for the subject areas Art, Language Arts, Mathematics, Music and Social Studies that the main contact was almost entirely directly with the general teacher and non-specialist school personnel. For this reason distinction is made between data obtained from advisory teachers in these five subject areas and those in specialist areas.

Of the 34 subject area advisory teachers requested to participate 27 responded. In the special areas only 6 of the 21 responded and because of the diversity indicated above and the likelihood of atypical experience of school personnel in contact with these teachers these data were excluded. Thus the results pertaining to advisory teachers are representative only of the subject areas Art, Language Arts, Mathematics, Music and Social Studies.

Since the most important feature of the study was the information from school personnel from which generalisations about this group could be made, a less complete participation rate of advisory teachers was not seen to detract seriously from the results.

No detailed information was sought from school personnel concerning each individual type of advisory service except with regard number of visits and general importance of the area as a whole. To obtain details of all areas would have increased the size of the questionnaire ten-fold. Furthermore because of the small numbers of advisory teachers reliable comparisons between the views of school personnel and those of the advisory teacher area by area would have been impossible. Only the general view of features of the service across all areas was sought from school personnel. These views were contrasted with the collective views of the advisory teachers in the five areas whose activities impinge most generally on the school personnel as a whole.

**Instrumentation**

Two questionnaires were prepared. Copies of instruments are included in Appendix 1. One was administered to school personnel which comprised Principals, Deputy Principals, Senior Mistresses and Teachers. The second was administered to advisory teachers. The information sought in each questionnaire was essentially the same. The purpose of the questionnaire to advisory teachers was to obtain information on issues where distinct discrepancies might exist between the views expressed by school personnel and advisory teachers. For example, a wide discrepancy between the two groups on the prefered number of visits per year or the importance of various kinds of assistance sought and offered during these visits would indicate that a certain amount of dysfunction is likely to exist. Most questions to which school personnel responded provided an indication of the kinds of expectations they held of the advisory teachers and of the service as a whole.

The advisory teacher questionnaire also sought information about job satisfaction and ways, if any, in which changes in operation might occur.

# RESULTS

**Importance of assistance**

In making decisions about expansion or otherwise, the views of school personnel on the relative importance of the various areas serviced was thought to be important. All school personnel rated 9 of the areas serviced on a five point scale from very great (5), great (4), little (3) very little (2) and not at all (1), for how important it was for them to receive advice in each of these areas.

Table 3 shows the grand mean for each of these areas and significances of differences between all pairs of these grand means. The highest rating of 4.18 for language arts probably reflects the recent changes in syllabus for the subject. The two lowest means were aboriginal education and migrant education. This is an expected result because the problems to which advisory teachers in these areas address themselves are likely to affect a smaller proportion of the population than would the problems associated with such subjects as language arts, social studies and mathematics. Further the total contact of advisory teachers for aboriginal education and migrant education would be lower due to the relative recency of introduction of the service in aboriginal education and the small number of advisory teachers in migrant education. The number of advisory teachers and recency of introduction of service, or both, should also be considered when interpreting the emphasis placed on the library and audio-visual areas.

**Table 3: Importance of assistance in each area serviced: tests of difference between all pairs of means**

| Importance of Assistance in | Grand Mean | Grand Mean Differences | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. Language Arts | 4.18 | – | .28* | .39* | .49* | .60* | .65* | 1.00* | 1.89* | 1.98* |
| 2. Social Studies | 3.90 | | – | .11* | .21* | .32* | .37* | .72* | 1.61* | 1.70* |
| 3. Maths | 3.79 | | | – | .10* | .21* | .26* | .69* | 1.50* | 1.59* |
| 4. Art | 3.69 | | | | – | .11* | .16* | .59* | 1.40* | 1.49* |
| 5. Music | 3.58 | | | | | – | .05* | .40* | .29* | .38* |
| 6. Audio-visual | 3.53 | | | | | | – | .35* | .24* | .33* |
| 7. Library | 3.18 | | | | | | | – | .89* | .98* |
| 8. Aboriginal education | 2.29 | | | | | | | | – | .09 |
| 9. Child Migrant education | 2.20 | | | | | | | | | – |

* Significant at .05 level

The relative order of importance for the various areas as shown in Table 3 is a guide to how school personnel in general rank them. It is of interest to note that the syllabus subjects are ranked almost in the same order as the suggested time to be devoted to teaching them. It is also of interest that the special areas of audio-visual and library which, unlike aboriginal education and migrant education, are general to all school situations, were rated relatively low in terms of importance.

In the subject areas, language arts, an area in which a new syllabus was being developed, was rated first. This would seem to support the view that recency of syllabus change might be related to needs for advisory service. This view however, is not supported when the relative position of art is taken into account. A new syllabus in art had been introduced, yet with the exception of music it was rated last of the subject areas in terms of need for service. Perhaps these ratings are confounded by teachers' views of the relative value and importance of the subject *per se.*

It is possible that differences in status level such as school size and responsibility for teaching, might be important. It is desirable therefore, to examine importance of advice in subject areas in terms of the differences in status level among the school personnel. Table 4 shows the group means and F–ratios for significance of difference among status groups, for each subject area. In only two subject areas, art and music, were there significant differences among status groups. In only one special area, library, was there a significant difference among status groups.

**Table 4: Importance of assistance in areas serviced by status levels**

| Subject Areas | Grand Mean | Principal Class 1 | Principal Class 2,3 | Principal Class 4, 5,6 | Deputy Principal Senior Staff | Teachers Class 1 | Teachers Class 2,3,4 | F | d.f. |
|---|---|---|---|---|---|---|---|---|---|
| Language Arts | 4.18 | 4.08 | 4.23 | 4.37 | 3.99 | 4.18 | 4.16 | 0.73 | 5,709 |
| Social Studies | 3.90 | 3.85 | 3.95 | 3.90 | 3.73 | 3.88 | 3.92 | 0.15 | 5,709 |
| Maths | 3.79 | 3.66 | 3.78 | 3.55 | 3.60 | 3.76 | 3.85 | 1.19 | 5,731 |
| Art | 3.69 | 3.93 | 4.08 | 3.72 | 3.75 | 3.54 | 3.80 | 4.20** | 5,709 |
| Music | 3.58 | 3.77 | 4.06 | 3.96 | 3.58 | 3.32 | 3.73 | 6.69** | 5,709 |
| Special Area | | | | | | | | | |
| Audio-Visual | 3.53 | 3.82 | 3.96 | 3.60 | 3.67 | 3.53 | 3.49 | 0.77 | 5,642 |
| Library | 3.18 | 3.27 | 3.75 | 3.76 | 3.06 | 3.03 | 3.23 | 4.29** | 5,642 |
| Aboriginal Education | 2.29 | 2.04 | 2.62 | 1.93 | 2.23 | 2.23 | 2.36 | 1.10 | 5,642 |
| Child Migrant Education | 2.20 | 2.13 | 2.33 | 1.83 | 2.32 | 2.35 | 2.09 | 2.10 | 5,642 |

** Significant .001 level
* Significant .05 level

Scale: 5 very great
4 great
3 little
2 very little
1 not at all

For art the significant difference among status groups existed between Principals of Class 2 and 3 Schools and teachers of Class 1 schools. No significant differences among other status groups existed. For music the means of both Principals Class 2 and 3 Schools and Principals Class 4, 5 and 6 Schools, while not significantly different from each other, were significantly different from the mean of Teachers Class 1 Schools.

The relatively low Class 1 school teacher mean which indicates less need for assistance is perhaps directly related to the amount of existing within-school support. The higher needs of principals of schools other than Class 1 for music, with a similar trend for art, suggests a heightened awareness of problems in these two areas where alternative specialist support is not readily available.

In the special areas it was only in the case of advisory assistance in library that significant differences occurred. Again Principals of Class 4, 5 and 6 schools rated their need for assistance as significantly greater than teachers of Class 1 schools. Here the order of importance among status groups is important. For principals the order of importance is inversely related to size of schools: small school principals declare a greater need for assistance than do the larger school principals. In interpreting these data, it is important that account be taken of the Teacher Librarians in large schools as additional sources of support. Practically all Class 1 schools at the time of the survey had Teacher Librarians and some Class 2 schools were also in this position. The need for support for the larger schools was met therefore by an additional alternative. Low teacher needs are no doubt a function of the school organizational basis of library service. In smaller schools the only service available is through advisory teachers, hence the increase in perceptions of importance.

The interesting feature of these results is that the significance of difference was due only to the range between highest and lowest means. Not too much importance should be attached to the particular significances of difference across a relatively narrow range of mean differences. What is more important is that on the whole, there was a high degree of consensus among the status groups in their ratings of importance for the various areas in which advisory support was available. Thus if setting priorities on the basis of the declared views of schools personnel the order shown in Table 4 is a useful guide.

Whereas the ratings school personnel gave to the relative importance of advice in the various areas is one guide for assessing needs and priorities, this information is probably better interpreted in conjunction with the amount of service being offered, number of visits preferred, the way in which visits are organised, the duration of visits and the overall view of how satisfactory previous experiences have been.

**Amount of Service**

Information was obtained from school personnel on the number of visits received per year from advisory teachers in each of the areas. They were also asked to indicate, for each area the number of visits they would prefer to receive. These results together with a discrepancy score are summarized in Table 5. The discrepancy score was obtained by subtracting the number received from the number of visits declared desirable. A discrepancy score of zero would indicate that preferences are being perfectly satisfied. A positive discrepancy indicates a deficiency.

Table 5: Summary of Advisory Teacher Service: received preferred and discrepancy means

| Subject Areas | Mean Visits Received | Mean Visits Preferred | Mean Discrepancy (Preferred–Received No. of Visits) |
|---|---|---|---|
| Language Arts | .72 | 2.01 | 1.29 |
| Mathematics | .59 | 1.83 | 1.24 |
| Social Studies | .50 | 1.77 | 1.27 |
| Music | .56 * | 1.63 | 1.07 |
| Art | .58 | 1.60 | 1.02 |
| Special Areas | | | |
| Audio-Visual | .02 | 1.18 | 1.16 |
| Library | .37 | 1.05 | .68 |
| Aboriginal Education | .05 | .42 | .37 |
| Child Migrant Education | .003 | .40 | .395 |

* This figure might not be reliable due to confusion by school personnel in four regions between advisory teachers in music and teachers of music.

It is clear from Table 5 that positive discrepancies exist for all areas. The greatest needs are clearly for the subject areas: language arts, social studies and mathematics in that order. A slightly less need for more frequent visits than already received is in the syllabus areas music and art.

As far as the subject areas are concerned the order of preferences for visits seems to be more closely related to the syllabus suggestions regarding subject area time allocation than to recency of syllabus change. When the special areas are examined, teachers' preferences for visits are in all cases consistently lower than for the subject areas. The relatively high discrepancy of 1.16 for audio-visual and that of 0.68 for library as special areas are of interest. The low discrepancy scores for child and migrant education and for aboriginal education are no doubt influenced by the relatively small proportion of teachers with such specific problems. It should be noted however that the preferred mean of 0.42 for aboriginal education is approximately 8 times greater than the mean of the amount of service received. In the case of child and migrant education the comparable figure is nearer to 133 times greater. Thus although these two areas of assistance would not be required equally by all teachers the needs of those relatively few affected are obviously not being met. Only relatively few additional support personnel would probably be adequate to meet demands. The nature of needs in these areas might well be further investigated to ascertain the most appropriate forms of support.

It is of interest to note that the advisory teachers' average preferences for visits per year was 3.89. This was considerably greater than that declared by school personnel. By far the greatest majority (92.6%) preferred to make 3 or more visits per annum.

**Regional Inequalities for advisory services received**

The results in the previous section give an indication of overall priorities. There are in operation some systematic effects which might affect the ways needs can be best satisfied. There are known regional inequalities with respect to the number of advisory teachers available for servicing the various areas. Table 6 shows the regional distribution of advisory teachers in all but three subject areas at the time the survey was undertaken. The three areas excluded are those where there are extremely few advisory teachers or where an advisory teacher worked over one or more regions.

**Table 6: Regional Distribution of advisory teachers**

| Region | Area | | | | | |
|---|---|---|---|---|---|---|
| | Mathematics | Language Arts | Social Studies | Art | Music | Total |
| Brisbane North | 1 | 2 | 1 | 1 | 1 | 6 |
| Brisbane South | 1 | 2 | 1 | 1 | 1 | 6 |
| Brisbane West | 1 | 2 | 1 | 1 | 1 | 6 |
| Central | 0 | 0 | 0 | 1 | 0 | 1 |
| Darling Downs | 1 | 1 | 1 | 1 | 0 | 4 |
| Northern | 1 | 1 | 1 | 1 | 0 | 4 |
| North West | 1 | 1 | 0 | 0 | 0 | 2 |
| South West | 0 | 1 | 1 | 0 | 0 | 2 |
| Wide Bay | 1 | 1 | 0 | 1 | 0 | 3 |
| Total | 7 | 11 | 6 | 7 | 3 | 34 |

It is clear that from a numerical point of view, the metropolitan regions are by far the best serviced in terms of numbers of advisory teachers. This however might well be offset by the larger population of school personnel in these regions. On the other hand the relatively large amount of travelling involved in the more remote regions might accentuate the problems for these regions.

The best guide to regional disadvantage is the number of visits received per year. The regional averages for the subject areas are shown in Table 7.

Table 7: Average visits received in subject areas by region

| Subject Area | Grand Mean | South West | Darling Downs | Wide Bay | Bris. West | Bris. North | Northern | Bris. South | Central | North West | F 8,750 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Language Arts | .72 | 1.18 | .97 | 1.01 | 1.02 | .64 | .46 | .81 | .33 | .49 | 12.30** |
| Mathematics | .59 | 1.24 | .88 | 1.07 | .65 | .66 | .33 | .42 | .32 | .39 | 14.09** |
| Art | .58 | .00 | 1.06 | .89 | .36 | .66 | .74 | .31 | .65 | .00 | 10.74** |
| Social Studies | .50 | 1.37 | .60 | .17 | .84 | .51 | .51 | .40 | .23 | .00 | 18.87** |
| Music | .56 | .11 | 1.37 | 2.41 | .44 | .32 | .02 | .41 | .44 | .00 | 8.50* |
| Regional Totals | | 3.90 | 4.88 | 5.55 | 3.31 | 2.82 | 2.06 | 2.35 | 1.97 | .88 | |
| Adjusted Totals | | 3.79 | 3.51 | 3.14 | 2.87 | 2.50 | 2.04 | 1.94 | 1.53 | .88 | |

** Significant at .0001 level
* Significant at .001 level

As mentioned previously the figures for music may not be reliable. The Wide Bay mean of 2.41 is extremely large considering there was no advisory teacher in that region. However there were in that region two teachers of music who on a regular basis teach the subject in a number of schools. For some teachers the number of visits made might have been as high as thirty-six. In addition there were teachers of music in the northern and central regions. The adjusted regional total excludes music and is the more reliable guide to service received.

Significant regional differences for all subject areas exist. An examination of the adjusted total regional averages (bottom row of Table 7) for the visits, irrespective of subject areas and excluding music indicates that the metropolitan regions, on the basis of average service per school personnel, are not as well serviced as South West, Darling Downs or Wide Bay. The least well serviced regions are Central and North West.

Significant regional differences exist also with respect to special areas as is seen in Table 8.

Table 8: Average visits received in special areas by region

| Special Areas | Grand Means | Regional Averages | | | | | | | | | F 8,750 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | South West | Central | North West | Northern | Wide Bay | Darling Downs | Bris West | Bris Nth | Bris South | |
| Library | .37 | 1.31 | .53 | .57 | .36 | .57 | .43 | .28 | .21 | .16 | 10.92** |
| Aboriginal Education | .05 | | .08 | .01 | .17 | | .04 | | .02 | .06 | 3.46** |
| Audio-Visual | .02 | .05 | | | .002 | | | .09 | .02 | .02 | 3.60** |
| Migrant Education | .003 | | | | .03 | | | | | | 1.62 |
| Regional Totals | | 1.36 | .61 | .58 | .57 | .57 | .47 | .37 | .25 | .25 | |

** Significant at .001 level

The least well serviced regions in special areas were metropolitan. It should be noted also the comparatively high level of service in the library area as opposed to the other three special areas masks some effects.

The clear numerical advantage of the metropolitan regions in all areas with respect to the number of advisory teachers in these regions is lost when consideration is given to contacts made. At the time the survey was made the least well serviced regions were the Northern, Central and North-West. The Central, North-West and South-West regions were serviced in very few areas.

**Preferred Number of Visits**

In the previous section there was evidence that in all subject areas preferences for visits exceeded the number received. There is evidence therefore of a need for additional service and the order of priorities for each area of service has been indicated.

When preferences are examined both region and status might play a systematic role in influencing the declared preferences of school personnel. Differences among regions would indicate whether or not previous levels of service are a factor in demands, while status differences would indicate whether or not some levels of the hierarchy prefer more or less service in the various areas than do other levels.

Table 9 shows mean preferred number of visits for each of the five subject areas for each of the regions and for each status level.

**Table 9: Mean preferred number of visits by region and status level**

| Factor | Subject Area | | | | |
|---|---|---|---|---|---|
| | Language Arts | Mathematics | Social Studies | Music | Art |
| Region: | | | | | |
| Brisbane North | 1.68 | 1.53 | 1.57 | 0.98 | 1.43 |
| Brisbane South | 1.88 | 1.77 | 1.63 | 1.07 | 1.41 |
| Brisbane West | 1.90 | 1.70 | 1.45 | 1.17 | 1.28 |
| Central | 2.13 | 1.83 | 1.80 | 1.28 | 1.54 |
| Darling Downs | 2.68 | 1.92 | 2.07 | 2.14 | 2.04 |
| Northern | 2.04 | 1.79 | 1.92 | 2.08 | 1.79 |
| North West | 2.75 | 2.75 | 2.21 | 2.17 | 2.07 |
| South West | 2.35 | 2.30 | 2.09 | 1.64 | 1.54 |
| Wide Bay | 2.52 | 2.38 | 2.08 | 3.98 | 2.01 |
| Status: | | | | | |
| Principal, Class 1 | 2.30 | 2.12 | 2.18 | 2.24 | 2.30 |
| Principal, Class 2,3 | 2.18 | 2.27 | 2.29 | 2.79 | 2.13 |
| Principal, Class 4,5,6 | 1.61 | 1.74 | 1.72 | 2.25 | 1.61 |
| Deputy Principal, Senior Staff | 1.63 | 1.69 | 1.71 | 1.85 | 1.63 |
| Teachers Class 1 | 1.47 | 1.66 | 1.61 | 1.02 | 1.47 |
| Teachers Class 2,3,4 | 1.47 | 1.66 | 1.61 | 1.02 | 1.47 |
| Grand Mean | 1.65 | 1.96 | 1.87 | 1.99 | 1.65 |
| | 2.01 | 1.83 | 1.77 | 1.63 | 1.60 |

Table 10 shows the results of significance tests on mean preferred visits for both status and region.

**Table 10: Tests for mean differences in preferred number of visits by region and status level**

| Effect | df | Subject Area | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts | | Mathematics | | Social Studies | | Music | | Art | |
| | | F | Prob. | F | Prob. | F | Prob | F | Prob | F | Prob. |
| Main Effects | | | | | | | | | | | |
| Region | 8 | 3.64 | 0.001 | 3.89 | 0.001 | 3.51 | 0.001 | 5.56 | 0.001 | 4.78 | 0.001 |
| Status | 5 | 1.46 | 0.197 | 1.33 | 0.248 | 1.98 | 0.078 | 2.07 | 0.066 | 2.17 | 0.055 |
| Interaction | | | | | | | | | | | |
| Status and Region | 39 | 1.28 | 0.12 | 1.26 | 0.136 | 1.20 | 0.182 | 0.62 | 0.999 | 1.62 | 0.010 |

For language arts, mathematics, social studies and music only regional differences were significant. An examination of Table 9 indicates a clear trend for the non-metropolitan regions to prefer significantly more service than metropolitan even allowing for status differences within regions. A likely explanation is that in remote regions there is a larger proportion of less experienced teachers and a lack of alternative support services. It seems therefore that priorities should be given to increasing services in

remote regions rather than intensifying service in the regions where teacher numbers and the proportion of larger schools were greater.

The subject area art exhibits an interesting response pattern. Here the region-status interaction term was significant. This means that not only were there differences among both region and status levels but that also within status levels, regional preferences differed. This is shown in Figure 1 which presents graphically the means shown in Table 11.

**Table 11: Status Group Means for Visits Preferred in Art by Regions**

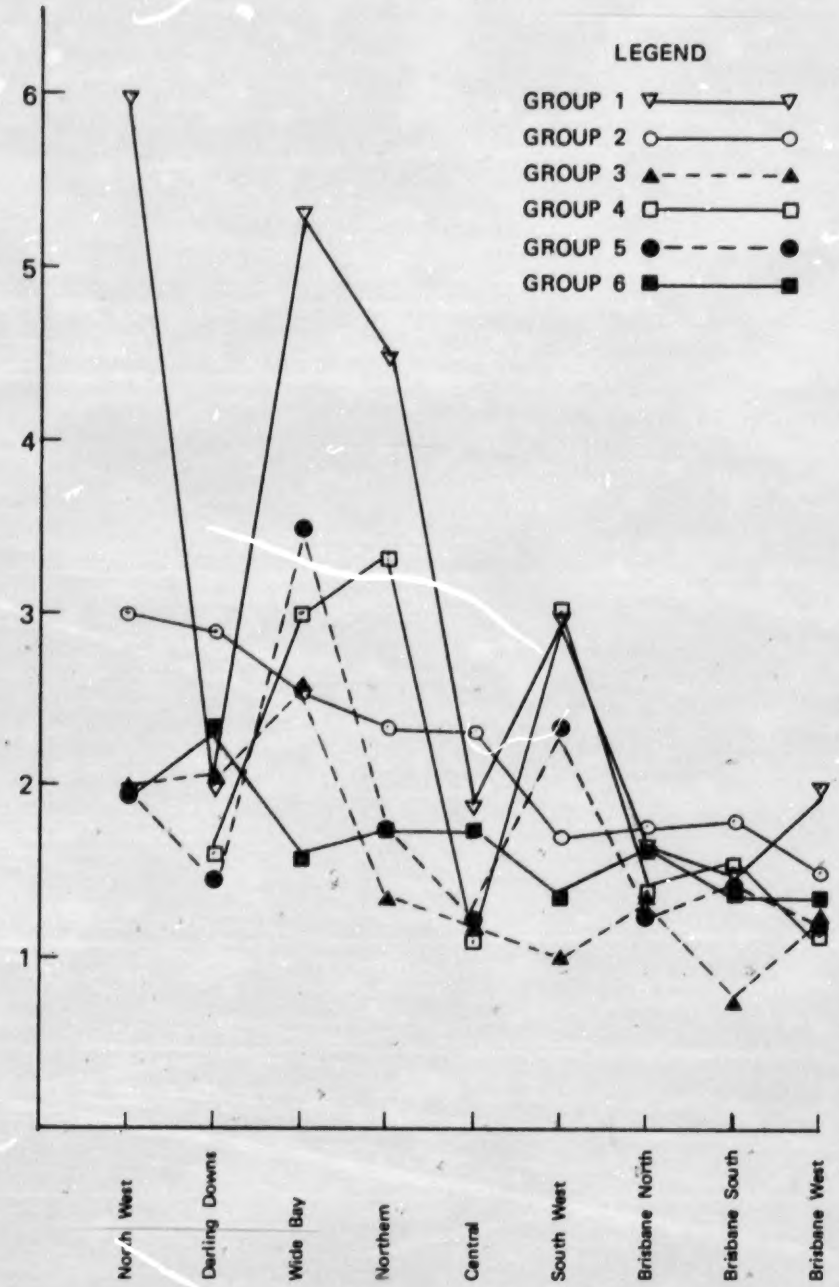
| Region | Status Groups | | | | | | Regional Means |
|---|---|---|---|---|---|---|---|
| | Princ Class 1 | Princ Class 2,3 | Princ Class 4,5,6 | Dep. Princ. Senior Staff | Teachers Class 1 | Teachers Class 1 | |
| Brisbane North | 1.69 | 1.79 | 1.33 | 1.38 | 1.25 | 1.66 | 1.43 |
| Brisbane South | 1.52 | 1.80 | 0.75 | 1.52 | 1.43 | 1.39 | 1.41 |
| Brisbane West | 2.00 | 1.50 | 1.23 | 1.12 | 1.22 | 1.35 | 1.28 |
| Central | 1.90 | 2.31 | 1.18 | 1.10 | 1.21 | 1.75 | 1.54 |
| Darling Downs | 2.00 | 2.90 | 2.08 | 1.60 | 1.46 | 2.36 | 2.04 |
| Northern | 4.50 | 2.35 | 1.33 | 3.33 | 1.76 | 1.74 | 1.79 |
| North West | 6.00 | 3.00 | 2.00 | | 2.00 | 2.00 | 2.07 |
| South West | 3.00 | 1.71 | 1.00 | 3.00 | 2.33 | 1.36 | 1.54 |
| Wide Bay | 5.33 | 2.53 | 2.54 | 3.00 | 3.50 | 1.57 | 2.01 |
| Status Group Means | 2.30 | 2.18 | 1.61 | 1.63 | 1.47 | 1.65 | 1.60 |

From Figure 1 it can be seen that the significant interaction is associated with the extremely high declared preferences by class 1 principals in the North West, Wide Bay, and Northern regions compared with the general trend for all other status groups. It seems therefore that principals in these regions see a need which is substantially different from the perceived need of all other status groups in all other regions. However, relatively small weighted numbers with this status group might account for some distortion.

## Organisation

Questions concerning organisation of visits were asked. These dealt with both the way visits were organised and preferences for organisation. Only those teachers who had received two or more visits were included. Teachers from one teacher schools were also excluded because group discussion is impossible and by definition discussion with individuals includes discussion with the staff as a whole.

FIGURE 1: Interaction between Region and Status for preferred Visits – Art



The responses of school personnel to both how visits were organised and how they would prefer the organisation to take place are shown in Table 12. Responses were made on a three-point scale where "never" was scored 1, "seldom" 2 and "frequently" 3. Amongst status groups, teachers and principals in Class 2 and 3 schools reported a significantly higher incidence of discussion with individual staff than did teachers in Class 1 schools. This appears to be directly related to school size and organisation.

**Table 12: Organisation of Visits – School Personnel**

| Discussion with | Preference | Present Practice |
|---|---|---|
| individuals | 2.81 | 2.45 |
| small groups | 2.69 | 2.30 |
| whole staff | 2.13 | 1.63 |

Despite the discrepancies, preferences appear to reflect practice. While 5.7 per cent claimed that their stated preferences for visit organisation would be disruptive to a great or very great extent, 82.7 per cent of school personnel declared disruption occurring from their stated preferences would be little or very little. It appears that advantages associated with visits, organised along preferred lines, would on the whole outweigh disruption to school routine.

The preferences of school personnel for duration of visits is shown in Table 13.

**Table 13: Preferred duration of visits – school personnel (percentages)**

| Duration / Status Group | Below Half Hour | Half to One Hour | Between 1 Hour and Half Day | Above Half Day |
|---|---|---|---|---|
| Principal, Class 1 | 10.2 | 6.8 | 18.6 | 64.4 |
| Principal, Class 2,3 | 4.0 | 11.9 | 14.9 | 49.3 |
| Principal, Class 4,5,6 | 0.0 | 1.8 | 44.6 | 53.6 |
| Deputy Principal Senior Staff | 7.4 | 10.3 | 25.0 | 57.4 |
| Teachers, Class 1 | 2.3 | 30.8 | 46.6 | 20.3 |
| Teachers, Class 2,3 | 4.3 | 22.3 | 41.7 | 31.7 |
| Overall | 3.4 | 23.8 | 42.3 | 30.5 |

Overall there is a clear preference for the duration of visits to be between one hour and half a day. Only 27.2% preferred a duration of one hour or less. However a general tendency for principals to prefer a longer duration than teachers is of interest as is the tendency for teachers in Class 1 schools to prefer slightly less time than teachers in the smaller schools. Overall some 72.8% of teachers preferred visits to last longer than one hour and some 30.5% preferred visits to exceed half a day in duration. Information concerning both preferred duration and preferred number of visits provides some guide to staffing levels if the preferences of school personnel for amount of service are to be met.

Percentages agreeing that their stated preferences for the duration of visits applied to all areas are shown in Table 14.

**Table 14: Extent Preferred Duration Should be Applied to all Areas**

| Status | Yes | No |
|---|---|---|
| Principals, Class 1 | 77.9 | 22.1 |
| Principals, Class 2, 3 | 72.2 | 27.8 |
| Principals, Class 4,5 & 6 | 66.0 | 34.0 |
| Deputy Principals | 85.2 | 14.8 |
| Teachers Class 1 | 64.6 | 35.4 |
| Teachers Class 2, 3, & 4 | 65.4 | 34.6 |

On the whole it would seem that for each status group the majority agree that preferences should apply to all areas. However sufficiently large percentages in all groups disagree which suggests that for many preferred duration is related to particular needs.

Advisory teachers also were asked how their visits were organised and how they would prefer the organisation to take place. Responses were again made on a three point scale which was the same used for school personnel. In this scale "never" was scored 1, "seldom" 2 and "frequently" 3.

**Table 15: Organisation of Visits – Advisory Teachers**

| | Preference | Present Practice |
|---|---|---|
| Discussion with | | |
| individuals | 2.85 | 2.76 |
| small groups | 2.86 | 2.67 |
| whole staff | 2.04 | 1.72 |

Advisory teachers perceived more time spent during advisory visits in discussion with individuals and small groups than did school personnel. Their rank orders of present practices were consistent, however. It is interesting that advisory teachers preferred equally discussion with individual and small groups of teachers, while school personnel had slightly less preference for discussion in small groups, than for individual consultation.

The advisory teachers preferred duration of visits are shown in Table 16.

**Table 16: Duration of Visits – Advisory Teachers**

| Duration | Frequency Percent |
|---|---|
| Less than half an hour | 3.7 |
| Half to one hour | 22.2 |
| Between one hour and half a day | 63.0 |
| More than half a day | 11.1 |

The duration pattern shown in Table 16 closely follows that of school personnel. It would seem that with respect to both organisation and duration the declared preferences of advisory teachers are in general accord with those of school personnel.

**Pre– and Post-Visit Activity**

School personnel were questioned on the extent of planning prior to advisory visits the assistance they required and the frequency with which they sought follow-up assistance. The usefulness of advice given for improving teaching was also rated by school personnel.

The frequency of prior planning by the status groups is shown in Table 17.

**Table 17: Planning Prior to Visit (Distribution in Percentages)**

| | Never | Seldom | Frequently | Very Frequently |
|---|---|---|---|---|
| Principal, Class 1 | 0.1 | 28.1 | 47.4 | 24.5 |
| Principal, Class 2,3 | 1.0 | 22.2 | 66.7 | 10.1 |
| Principal, Class 4,5,6 | 3.6 | 14.5 | 61.8 | 20.0 |
| Deputy Principal, Senior Staff | 3.1 | 20.0 | 61.5 | 15.4 |
| Teachers Class 1 | 20.5 | 29.5 | 38.6 | 11.4 |
| Teachers Class 2,3 | 13.2 | 31.6 | 47.8 | 7.4 |
| Means | 14.8 | 29.4 | 25.8 | 10.0 |

Overall, 35.8 per cent of school personnel stated that they planned frequently to very frequently the assistance they would require prior to an advisory visit. However teachers in all classes of schools declared that they planned considerably less frequently than all other groups. Since invitations for visits come from principals and not teachers this might well be related to advance notice of information. It will be remembered that no differences existed among status groups for preferred number of visits.

The frequency with which status groups seek assistance following an advisory visit is shown in Table 18. The distribution is similar to that on the previous question with principals of all schools stating they seek follow-up assistance slightly more than teachers do. On the whole, 86 per cent of school personnel seek little or no follow-up assistance.

**Table 18: Frequency Seek Follow-Up Assistance (Distribution in Percentages)**

| Frequency | Never | Seldom | Frequently | Very Frequently |
|---|---|---|---|---|
| Principal, Class 1 | 12.7 | 58.2 | 23.6 | 5.5 |
| Principal, Class 2,3 | 10.3 | 51.5 | 36.1 | 2.1 |
| Principal, Class 4,5,6 | 7.1 | 67.9 | 19.6 | 5.4 |
| Deputy Principal, Senior Staff | 16.4 | 62.7 | 20.9 | 0.0 |
| Teachers Class 1 | 45.5 | 44.7 | 9.1 | 0.8 |
| Teachers Class 2,3,4 | 35.3 | 52.2 | 12.5 | 0.0 |
| Means | 36.4 | 50.3 | 12.6 | 0.7 |

Table 19 shows how frequently school personnel find the advice given by advisory teachers useful in improving their teaching.

**Table 19: Frequency advice improves teaching (distribution in percentages)**

| | Never | Seldom | Frequently | Very Frequently |
|---|---|---|---|---|
| Principal, Class 1 | 0.0 | 17.5 | 68.5 | 14.0 |
| Principal, Class 2,3 | 0.0 | 8.6 | 77.4 | 14.0 |
| Principal, Class 4,5,6 | 0.0 | 1.8 | 76.8 | 21.4 |
| Deputy Principal, Senior Staff | 1.6 | 18.8 | 60.8 | 18.8 |
| Teachers, Class 1 | 0.8 | 17.4 | 59.8 | 22.0 |
| Teachers, Class 2,3,4 | 0.8 | 20.8 | 59.2 | 19.2 |
| Means | 0.7 | 17.9 | 61.2 | 20.2 |

Clearly, school personnel are satisfied with the advice given by Advisory Teachers in response to their problems. Therefore, the low amount of follow-up assistance sought by school personnel might well indicate general satisfaction with the results of advisory service rather than lack of satisfaction with assistance provided.

It is of interest however, that some 55.6% of advisory teachers declared that their follow-up assistance was sought frequently and 44.4% declared that it was seldom sought. No clear reason for this can be found in the data.

### Type of Assistance Sought

Priorities for assistance in the various areas were examined in an earlier section. In this section the nature of assistance sought is examined. Eight kinds of assistance were rated in terms of how important they were seen to be by school personnel. The scale used was "very great" 5, "great" 4, "little" 3, "very little" 2, and "not at all" 1. The eight items were: curriculum interpretation, planning teaching programs, demonstration or advice on teaching methods and techniques, advice on resource utilisation, advice on organisational or administrative matters, problem identification and redefinition, problem solving and general discussion.

For personnel where there had been no actual contact with the advisory teachers it is possible that the ratings would be made without a consideration of practical constraints concerning the type and amount of help which could be given at any one time. For this reason a criterion of two or more visits, not necessarily in the same subject area, was used as a basis for soliciting information from school personnel on matters pertaining to this section of the results.

In an issue of this kind regional differences are of no consequence but status differences certainly are likely to be important. Table 20 shows the means for each status group for each activity together with tests of significance of difference for all groups on each activity.

**Table 20: Importance of areas of assistance for each status level**

| | Area of Assistance | Grand Means | Principal Class 1 | Principal Class 2,3 | Principal Class 4,5,6 | Deputy Princ. Senior Staff | Tchrs Class 1 | Tchrs Class 2, 3, 4 | F 5,554 |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Curriculum Interpretation | 3.63 | 3.71 | 3.78 | 3.43 | 3.82 | 3.72 | 3.55 | 0.73 |
| 2. | Planning Teaching Programs | 3.72 | 3.83 | 3.72 | 3.54 | 3.65 | 3.84 | 3.64 | 1.10 |
| 3. | Demonstrating/Advising Teaching Techniques Methods | 3.91 | 4.20 | 3.88 | 3.66 | 3.75 | 4.02 | 3.85 | 1.15 |
| 4. | Advising on Resource Utilization | 3.89 | 4.03 | 3.83 | 3.77 | 3.79 | 4.05 | 3.78 | 1.79 |
| 5. | Advising on Organ/ Admin. Matters | 2.66 | 2.78 | 2.86 | 2.66 | 2.62 | 2.77 | 2.55 | 1.08 |
| 6. | Problem Identification and Redefinition | 3.10 | 3.07 | 3.33 | 3.04 | 3.00 | 3.30 | 2.94 | 2.60 |
| 7. | Problem Solving | 3.23 | 3.14 | 3.25 | 3.36 | 3.16 | 3.35 | 3.13 | 0.10 |
| 8. | General Discussion | 3.90 | 3.64 | 3.57 | 3.77 | 3.54 | 3.50 | 3.44 | 0.42 |

Scale: 5 very great
4 great
3 little
2 very little
1 not at all

The most important feature of these results was that no significant group differences existed for any of the 8 kinds of assistance. This indicates a very high level of consensus among the groups about the importance of each particular activity.

When the assistance activities were ranked in order of mean ratings from high to low and significance tests employed between each pair of means, it was found that significant differences existed between many of the pairs. This provides grounds for imposing orders of importance for significantly different means. Table 21 shows the results of these tests of significance .

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**Table 21: Importance of areas of assistance: tests of difference between all pairs of means**

| Area of assistance | Mean | Mean Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 3 | 8 | 4 | 2 | 1 | 7 | 6 | 5 |
| 3. Demonstrating or advising on teaching methods and techniques | 3.91 | – | .01 | .02 | .19* | .28* | .68* | .81* | 1.25* |
| 8. General Discussion | 3.90 | | – | .01 | .18* | .27* | .67* | .80* | 1.24* |
| 4. Advising on resource utilization | 3.89 | | | – | .17* | .26* | .66* | .79* | 1.23* |
| 2. Planning teaching programs | 3.72 | | | | – | .09* | .49* | .62* | 1.06* |
| 1. Curriculum interpretation | 3.63 | | | | | – | .40* | .53* | .97* |
| 7. Problem solving | 3.23 | | | | | | – | .13* | .57* |
| 6. Problem identification and redefinition | 3.10 | | | | | | | – | .44* |
| 5. Advising on organisational and administrative matters | 2.66 | | | | | | | | – |

* Significant at .05 level.

The activities not significantly different from each other were grouped together and given a name descriptive of what higher order variable the group of items seems to measure. A very interesting structure emerged. The four areas are shown in Table 22. An aggregated mean was calculated.

**Table 22: Areas of Assistance: Grouping of Original Items**

| Description | General Mean | Areas of Assistance | Item Means |
|---|---|---|---|
| 1. Practical Teaching | 3.90 | Demonstrating or advising on teaching methods and techniques | 3.91 |
| | | General discussion | 3.90 |
| | | Advising on resource utilization | 3.89 |
| 2. Curriculum Issues | 3.68 | Planning teaching programs | 3.72 |
| | | Curriculum interpretation | 3.63 |
| 3. Problems | 3.17 | Problem solving | 3.23 |
| | | Problem identification and redefinition | 3.10 |
| 4. Organisational and administrational matters | 2.66 | Advising on organisational and administrative matters | 2.66 |

Clearly advisory teacher activities directed at practical teaching matters were seen to be of greatest importance. Of significantly less importance were activities related to such curricular issues as interpretation and planning the teaching program. Problem solving activities were seen as third in importance with assistance in organisational and administration matters being of little importance at all.

Given the high level of consensus among all groups and the clear-cut order in which the various activities were grouped, a high degree of confidence can be placed in the interpretation that school personnel see the relative importance areas of assistance in the order shown in Table 22. In selecting and preparing advisory teachers for primary school service it would seem that greatest emphasis should be placed on practical teaching matters and curriculum issues. Considerably less emphasis it would seem needs to be placed on problem solving activities and organisational and administrative matters. This pattern reflects the views of school personnel in terms of what they feel would best satisfy their collective needs.

**Table 23: Importance of areas of assistance – advisory teachers**

| Area of Assistance | Mean | SD |
|---|---|---|
| Demonstrating or advising on teaching methods and techniques | 4.59 | 0.50 |
| Advising on resource utilization | 4.55 | 0.51 |
| Curriculum interpretation | 4.41 | 0.57 |
| Planning teaching programs | 4.26 | 0.76 |
| General Discussion | 4.07 | 0.78 |
| Problem Solving | 3.74 | 0.98 |
| Problem identification and redefinition | 3.74 | 1.02 |
| Advising on organizational or administrative matters | 3.29 | 1.20 |

The mean ratings of advisory teachers for the importance of each of the areas of assistance is shown in Table 23. The order is almost the same as that obtained from the ratings of school personnel. The only difference is that advisory teachers give somewhat more emphasis to the importance of all activities and rank curriculum interpretation higher than do school personnel. Somewhat less importance is attached to general discussion. On the whole though, it would seem from these data that advisory teachers are sensitive to the priorities for assistance declared by school personnel.

**Time spent receiving various kinds of assistance**

The school personnel who had received two or more advisory visits were asked to assess the relative proportion of time spent on the various activity areas. Any discrepancies of rank-order of importance would indicate the way in which actual practice was seen by teachers to deviate from what they saw to be ideal.

As was the case when areas were rated for importance, no group differences existed among the groups in the mean ratings for proportion of time spent.

**Table 24: Ratings of percentage time spent on areas of assistance – school personnel**

| | Time Spent On | Status Group Grand Mean | Status Group Mean | | | | | F |
|---|---|---|---|---|---|---|---|---|
| | | | Principal Class 1 | Principal Class 2,3 | Principal Class 4,5,6 | Dep. Pr. Sen. Staff | Tchrs Class 1 | Tchrs Class 2,3,4 | 5,554 |
| 1. | Curriculum Interpretation and Planning Teaching Programs | 23.60 | 23.84 | 21.28 | 18.76 | 25.21 | 26.11 | 22.40 | 1.534 |
| 2. | Demonstrating/Advising on Teaching Methods, Techniques and Resource Utilization | 32.29 | 32.26 | 28.93 | 34.45 | 31.85 | 29.06 | 35.10 | 1.428 |
| 3. | Advising on Organisational and Administrative Matters | 6.34 | 5.21 | 7.32 | 7.24 | 5.96 | 6.65 | 6.04 | 0.336 |
| 4. | Problem Identification Redefinition and Solving | 10.33 | 6.88 | 9.14 | 9.41 | 8.19 | 10.28 | 9.99 | 0.584 |
| 5. | General Discussion | 25.81 | 30.89 | 30.60 | 28.41 | 27.57 | 26.40 | 24.81 | .377 |
| 6. | Other | 1.62 | .92 | 2.73 | 1.73 | 1.22 | 1.49 | 1.66 | .159 |

Approximately 30 percent of the time was spent on demonstrating and advising on teaching methods, techniques and resource utilization. Slightly less time was devoted to general discussion and less again to curriculum interpretation and planning teaching programs. Very little time was devoted to problem identification, redefinition and problem solving and even less time was devoted to organisational or administrational matters. The very low rating which the category "other" attracted indicates that on the whole those rating the item regarded the given categories as sufficient for accounting for the way time was spent.

These results are of considerable interest in identifying how the school personnel see advisory services. The ratings suggest that by far the greatest emphasis is placed on the practical issues. This seems to be in close accord with declared needs. What is surprising is that whereas teachers' rating of the importance of problem solving (Table 22) was low (mean 3.17), the proportion of time spent on the area was even lower still. Perhaps relatively insufficient attention is given to this area. On the other hand the amount of prior planning might be insufficient for clear and specific problem solving activity to occur. The fact that 50 percent of teachers in class 1 schools (Table 17) and nearly 45 percent of teachers in class 2 and 3 schools (Table 17) declared that they seldom, if every, undertook planning prior to the visit might well account for the disproportionately high level of non-specific general discussion activity and the disproportionately low problem solving activity.

**Role of Advisory Teachers**

To obtain information on the advisory teacher's role seven key tasks were identified. These dealt with: keeping teachers up to date with changes, showing teachers how to use materials, suggesting numerous ways of teaching, demonstrating the most appropriate teaching methods, improving teachers' morale, co-ordinating expertise in the school, and setting standards.

Both the school personnel and advisory teachers rated items dealing with these tasks on the basis of the extent to which they agreed or disagreed that each task is performed and secondly with whether the task ought to be performed. A four-point scale was used in which "strongly agree" was given a value of 4, "agree" 3, "disagree" 2, and "strongly disagree" was given a value of 1.

Since the only validation of the scale prior to administration consisted of a panelling session with several ex-advisory teachers and some school personnel, the 14 role items were submitted to a principal components analysis to ascertain what underlying variables were being measured.

Results of this validation analysis are shown in Appendix 2. Two clearly interpretable factors emerged. Those items commencing with the word *does* coalesced to produce a measure dealing with the actual role while those commencing with the word *ought* coalesced to produce a measure dealing with the ideal role. Two items dealing with standard setting formed a separate dimension. Subsequent discussions with advisory teachers, and an analysis of written comments on the questionnaires of both groups, lead to the opinion that setting of standards is not very central to the role of the advisory teacher at all. The view is that it is a more legitimate function of principals, particularly those in large schools, and of District Inspectors of schools. The raw mean ratings 2.06 for the actual and 2.08 for the ideal both indicate very low agreements.

An examination of the group means for the *ideal* role items shown in Table 25 indicates that no significant differences among any of the status groups exist on the 6 items. That is, there is no evidence of a lack of consensus among the school personnel status groups regarding the things on which advisory teachers should ideally focus concern.

**Table 25: Ideal advisory teacher role – school personnel**

| Should | Status Group Grand Mean | Status Group Means | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Principal Class 1 | Principal Class 2,3 | Principal Class 4, 5,6 | Dep. Pr. Sen. Staff | Tchrs Class 1 | Tchrs Class 2,3 | F 5,554 |
| Suggest ways of teaching | 3.31 | 3.44 | 3.21 | 3.38 | 3.35 | 3.32 | 3.30 | .241 |
| Show use of materials | 3.47 | 3.46 | 3.34 | 3.57 | 3.43 | 3.47 | 3.47 | .367 |
| Co-ordinate expertise | 2.73 | 2.68 | 2.62 | 2.80 | 2.62 | 2.68 | 2.76 | .379 |
| Demonstrate most appropriate teaching methods | 3.27 | 3.41 | 3.12 | 3.23 | 3.21 | 3.30 | 3.25 | .511 |
| Improve morale | 3.10 | 3.37 | 3.13 | 3.23 | 3.22 | 3.11 | 3.07 | .628 |
| Help keep abreast of change | 3.49 | 3.42 | 3.26 | 3.54 | 3.29 | 3.56 | 3.45 | 2.057 |

Scale: 4 strongly agree
3 agree
2 disagree
1 strongly disagree

The extent to which school personnel perceive their *ideal* views of the advisory teacher role to exist in practice is indicated by the means for the six *actual* role items. These are shown in Table 26.

**Table 26: Actual advisory teacher role — school personnel**

| Does | Status Group Grand Mean | Principal Class 1 | Principal Class 2,3 | Principal Class 4, 5,6 | Dep. Pr. Sen. Staff | Teachers Class 1 | Teachers Class 2,3,4 | F 5,554 |
|---|---|---|---|---|---|---|---|---|
| Suggest ways of teaching | 2.63 | 2.76 | 2.89 | 2.79 | 2.79 | 2.59 | 2.63 | .913 |
| Show use of materials | 2.86 | 2.88 | 3.09 | 3.14 | 2.94 | 2.78 | 2.87 | 1.971 |
| Co-ordinate expertise | 2.09 | 2.14 | 2.29 | 2.45 | 2.29 | 1.99 | 2.12 | 3.669 * |
| Demonstrate appropriate teaching methods | 2.57 | 2.61 | 2.74 | 2.79 | 2.76 | 2.49 | 2.59 | 1.567 |
| Improve morale | 2.58 | 2.76 | 2.85 | 2.98 | 2.79 | 2.44 | 2.61 | 4.604 ** |
| Help keep abreast of change | 2.97 | 3.03 | 3.01 | 3.20 | 3.00 | 2.95 | 2.96 | .765 |

* Significant at .05 level
** Significant at .001 level

Scale: 4 strongly agree
3 agree
2 disagree
1 strongly disagree

Significant differences among status groups existed on two items. The first concerned the coordination of expertise in the school. Here the source of the difference was only between the highest and lowest mean. The groups concerned were principals of small schools and teachers in class 1 schools. It is of extreme interest that for this item teachers in large schools disagreed that in practice it was a feature of the advisory teacher's role. The second item on which there were significant differences among status groups concerned improving morale. Again the source of the significance of difference was between the two extreme means and again the groups concerned were principals of small schools and teachers in large schools. On both these issues principals in small schools and teachers in large schools see the role of the Advisory Teacher to be quite different.

The magnitude of the means for the items in each set is regarded as an index of the strength to which raters endorse that activity as ideally or actually pertaining to the advisory teacher. High *ideal* means suggest that from the perspective of school personnel, the activity is highly legitimate whereas a low ideal mean suggests the activity is not legitimate. Since, with perhaps the exception of the item dealing with the coordination of expertise, none of the means indicated disagreement, it can be concluded that school personnel endorse the activities. Differences among the means merely indicate therefore the relative order with which the activities are viewed.

The actual means on the other hand indicate perceptions of current practice. It could well be that a high ideal rating indicative of legitimacy is associated with a low actual rating of practice. This would suggest that a highly legitimate activity is not being given due attention.

In Table 27 the mean ratings of school personnel for both sets of role items in order of magnitude for the Ideal set are shown. In addition the discrepancy between the corresponding actual and ideal items is also shown.

**Table 27: Ideal, actual and discrepancy role item means – school personnel**

| Item | Ideal Mean | Actual Mean | Mean Discrepancy |
|---|---|---|---|
| Help keep up with changes that are occurring | 3.49 | 2.97 | 0.52 |
| Show or describe use of materials in schools | 3.47 | 2.86 | 0.61 |
| Suggest many ways of teaching | 3.31 | 2.63 | 0.68 |
| Demonstrate most appropriate teaching methods | 3.27 | 2.57 | 0.70 |
| Improve the morale of the teachers | 3.10 | 2.58 | 0.52 |
| Coordinate expertise in schools | 2.73 | 2.09 | 0.64 |

Table 27 shows a clear trend for all the *actual* role means to be below those of the *ideal* role means. School personnel not only endorse each activity as legitimate but indicate that in practice more attention ought to be given to these activities. Furthermore the order of magnitude for the means of both sets is with one exception, identical. In other words, the order of endorsement for legitimacy is almost identical with the extent to that which is seen to occur in practice.

Comparable information to that obtained from school personnel was also obtained from advisory teachers who were asked to rate the same set of actual and ideal items. A positive discrepancy between actual and ideal would indicate that some constraint existed preventing the ideal being attained. Zero discrepancy would indicate that the ideal was being attained in practice. A negative discrepancy would indicate that in practice the ideal was being seen to be overly well attained. The ideal, actual and discrepancy means obtained from the advisory teacher ratings is shown in table 28.

**Table 28: Ideal, actual and discrepancy role item means – advisory teachers**

| Item | Ideal Mean | Actual Mean | Mean Discrepancy |
|---|---|---|---|
| Help teachers keep up with changes that are occurring | 3.19 | 3.20 | –0.01 |
| Show or describe use of materials in schools | 3.04 | 3.59 | –0.55 |
| Suggest many ways of teaching | 3.04 | 3.22 | –0.18 |
| Improve the morale of teachers | 2.85 | 2.89 | –0.04 |
| Demonstrate most appropriate teaching methods | 2.70 | 2.92 | –0.22 |
| Co-ordinate expertise in schools | 2.48 | 2.15 | +0.33 |

It is of interest to note that the order of magnitude of the actual role means of the school personnel coincides precisely with the order of the ideal role means for advisory teachers. This precise coincidence of order between the ratings by school personnel on the actual dimension and that of advisory teachers on the ideal dimension is not surprising. It merely indicates that the role of the advisory teacher which school personnel perceive is precisely that which the advisory teacher holds to be an ideal, and in fact are likely to project. Furthermore, with but one exception, the same correspondence of order existed when the ideal role means of the school personnel are compared with the ideal role means of the advisory teachers. Since the source of difference in rank order in this particular instance relates only to the relative position of the two items which deal with "demonstration of teaching methods" and with "morale", the degree of coincidence in perceptions of the two groups for ideal role is high. This coincidence of order for ratings of ideal role is of some interest. It suggests that both advisory teachers and school personnel share similar beliefs about the ideal role of members of the advisory teacher service.

The distinct lack of coincidence in rank order for the comparison between the ideal ratings of school personnel and the actual ratings of advisory teachers suggests that advisory teachers think they project a role which is different from the one which school personnel hold as the ideal. Thus even though there is no evidence that advisory teachers are aware of this discrepancy, the fact that the ideal of both groups coincidences, and the fact that the ideal role of advisory teachers seems to be the one seen by school personnel, it would seem that the expectations of both groups could be fulfilled. The source of disrepancy is the advisory teacher's view of their actual role.

The discrepancy might be explained in terms of some constraining influences encountered by advisory teachers in schools. It might be due to some misconceptions by advisory teachers concerning what role they actually play. However, when the mean discrepancy scores of both groups are examined it would seem that the most likely interpretation is that advisory teachers regard the role components which were included in the questionnaire is incomplete. Perhaps despite the strong endorsement of all role items there are many others which if included, would provide a more adequate picture of how advisory teachers view their role. Despite this problem concerning the advisory teachers, there is no firm evidence that for school personnel the items do not completely represent their views.

The discrepancies for school personnel were consistently positive whereas all but one of these for advisory teachers are consistently negative. The school personnel data indicates that in practice legitimate functions are not being ideally fulfilled. The advisory teacher data suggests that, from their point of view, they are either fulfilling or more than fulfilling their role. There were two items on which there was practically no discrepancy. These concerned helping teachers keep up with change and improving morale. The advisory teachers responses suggest that they feel they over-fulfill their role when it comes to showing teachers how to use materials, demonstrating most appropriate teaching methods, and suggesting ways of teaching. Clearly the data suggests that the advisory teachers believe they are under fulfilling their role when it comes to co-ordinating expertise in the school. This is supported by the very low *actual* mean of 1.99 obtained from the group comprising teachers in large schools. Apparently teachers in large schools also note that advisory teachers are not able to do much regarding the co-ordination of expertise in the school. The co-ordination feature might well be an organisational issue which can be overcome with relative ease. However attention needs to be given to the information contained in the discrepancy data since it suggests a need for reconciliation between perceptions of unfulfilled demand from school personnel and an over concern, in terms of relative importance, with at least three crucial issues on the part of advisory teachers.

Some support for the view that advisory teachers regard their preferred role to be different from that endorsed by school personnel is to be found from their response to the item concerning the extent to which they would prefer to be engaged in other forms of teacher education activities. The majority of advisory teacher respondents (74 percent) strongly endorsed the desirability of extending the scope of their activities. However even though the evidence suggests that advisory teachers feel less emphasis ought to be given to teaching, demonstrating and advising on resource utilization and even though they strongly endorse the extension of their activities, the school personnel data suggests that a discrepancy exists. It was noted in the previous discussion of the importance of various activities, that school personnel gave quite strong endorsement to the importance of the practical teaching aspects. Furthermore in response to the item which suggests advisory teachers would be of more help employed as an in-service team conducting workshops and seminars rather than in schools the mean of 2.26 represents relatively strong disagreement.

Precisely how the advisory teachers see the expansion of activities is not clear, nor is it clear what other role tasks if any would receive strong endorsement. School personnel, on the whole did give a quite clear indication of the role they would prefer of the advisory teacher. In addition the school personnel data gave consistent evidence that in practice the role adopted on all dimensions was somewhat less than ideal. The discrepancy between the views of the advisory teacher respondents and school personnel on the issue of the relative importance of various activities and on the issue of role are important since differences in expectations of personnel in a consultative setting is likely to hinder progress. Certainly discussions with advisory teachers might not only be helpful to them as a group but might also provide information and guidelines about changes which might be profitably made.

**Reaction to Advisory Teachers**

The questionnaire for school personnel contained 6 items designed to measure the way school personnel react to advisory teachers. The respondents were required to rate on a scale ranging from one, strongly disagree, to four, strongly agree, items concerned with how they felt about their interaction with advisory teachers.

One kind of reaction would be seen in the case where the advisory teacher is seen as a consultant, able to speak with some authority on a large number of problems encountered by school personnel in a number of situations, but not seen as an authority figure. The kind of interaction which results might be regarded as one of co-operative consultation. Another kind of reaction is where the advisory teacher is regarded as a data source able to prescribe specific solutions to all problems raised. The kind of interaction which results would be one where school personnel are adopting a passive role and expecting all problems to be solved by directive counselling. A third reaction is where the advisory teacher is not taken very seriously. In this case suggestions and advice would be largely ignored. The opposite of this reaction would be characterized by the feeling that suggestions made, no matter how appropriate they seem to be, must be tried.

Since the only validation of this scale prior to administration of the questionnaire consisted of a panelling session, the six reaction items were submitted to a principal components analysis to ascertain if underlying dimensions being measured were in accord with expectations. The results of this validation analysis are shown in Appendix 3. In fact the items did coalesce in the predicted manner.

The raw item means and the combined mean for each of the three groups of items are shown in Table 29. Only the grand mean for all status groups is shown since there were no significant differences among any of the groups on any item. This means that there was no evidence that any particular group reacted differently from any of the others. The means shown in Table 29 give, therefore, the best indication of the likely reactions of all school personnel.

**Table 29: Reactions to advisory teachers – school personnel**

| Factor | Items | Raw Item Mean | Raw Factor Mean | Factor Description |
|---|---|---|---|---|
| 1 | Free to accept or reject advice given | 3.31 | | |
| | Prefer if possible causes of a problem are pointed out and number of possible solutions given. | 3.25 | 3.15 | Co-operative consultation |
| | Can work out answers together with advisory teachers | 2.85 | | |
| 2 | Advice is satisfactory only if a specific solution to problem is given | 2.20 | | |
| | Advisory teachers should know answers to all problems raised | 1.95 | 2.07 | Directive counselling |
| 3 | Suggestions must be tried | 2.79 | 2.79 | |

Scale: 4 strongly agree
3 agree
2 disagree
1 strongly disagree

It is seen that the school personnel as a whole give quite strong endorsement to the three items which deal with co-operative consultation. There was a much lower endorsement of the two items concerned with directive counselling. It would seem therefore that in the main school personnel are likely to react to advisory teachers in such a way that the ensuing interaction is characterized by a relatively high degree of co-operative consultation. It would also seem from moderately strong endorsement of the item concerning trying suggestions, that advice given is likely to be taken seriously.

The way the advisory teachers go about their work is likely to be affected by how they feel teachers react to them. If what they believe to be the reaction of school personnel differs greatly from their expectations, then there is a strong possibility of tension and dissatisfaction.

Advisory teachers therefore were asked to respond to the same kind of reaction items as were school personnel. They were however asked to respond in both the actual and idea sense. The actual items were prefixed with "Teachers do" while the ideal items were prefixed with "I would hope to".

Table 30 shows the raw item means for advisory teachers' responses to both the actual and ideal reaction items. It also shows a coalesced mean for items grouped in accord with the factor structure derived from the school personnel data.

**Table 30: Ratings of ideal and actual reaction items – advisory teachers**

| Factor | Item | Ideal | | Actual | |
|---|---|---|---|---|---|
| | | Raw Item | Mean | Raw Item | Mean |
| 1 | Feel free to accept or reject advice given | 3.92 | | 3.56 | |
| | Feel assisted best if a number of possible causes for a problem are pointed out and a number of possible solutions given | 3.60 | 3.30 | 3.22 | 2.85 |
| | Think advisory teachers don't have answers to many problems but that they and the advisory teacher can work out answers together | 2.48 | | 1.78 | |
| 2 | Feel advice is satisfactory only if a specific solution to a problem is given | 2.00 | 1.85 | 2.74 | 2.74 |
| | Feel that advisory teachers should know the answer to all problems raised | 1.70 | | 2.74 | |
| 3 | Feel that suggestions made must be tried | 2.33 | 2.33 | 2.07 | 2.07 |

Scale: 4 strongly agree
3 agree
2 disagree
1 strongly disagree

There is clear evidence that advisory teachers hope that the reaction of school personnel would be conducive to much more co-operative consultation than was seen by them to be the actual case. There is also clear evidence that there was in practice evidence of more directive counselling than they would prefer to be the case. In fact the very low ideal mean for this reaction suggests that the advisory teachers quite strongly disagreed with a directive counselling approach but strongly endorsed the co-operative consultation reaction. From the actual and ideal means regarding the trying of suggestions it would appear that they would hope to be taken a little more seriously than they seem to be but the low mean also indicates a moderate disagreement with the whole idea. Perhaps this represents a reaction against appearing too prescriptive on the one hand, rather than being taken seriously on the other.

**Work Satisfaction**

Whereas only 11 percent claimed that they derived little to very little satisfaction from work with teachers, nearly 26 per cent claimed to derive little to very little satisfaction from their job as a whole. There is clearly a less amount of dissatisfaction associated with working with teachers than with the job overall. It would seem therefore that despite dissonance in role perception and in reactions of school personnel there are other factors which are producing dissatisfaction. The view that some of these might be associated with the itinerant nature of the job seems to have some support. About 40 per cent of advisory teachers seldom if ever see that advice is taken and only 33 percent claim to see frequent evidence of any results of their work. None claim to see evidence of their work very frequently. But even this evidence does not include other sources of dissatisfaction. Financial, transport, family disruption and lack of promotional opportunity were suggested in comments on the questionnaires. These issues while outside the scope of the survey are certainly worthy of some consideration.

**Recruitment of Advisory Teachers**

The subject area advisory teachers ranked four kinds of teacher background characteristics to indicate the type of teacher who they think would make a satisfactory advisory teacher.

**Table 31: Views of most satisfactory advisory teacher**

| Type | Mean | S.D. |
|---|---|---|
| Teacher experienced in teaching all subjects throughout the schools | 1.55 | 1.09 |
| A subject specialist | 3.07 | 1.07 |
| Teacher specialising in one section of the school (e.g. middle school) | 3.00 | 1.14 |
| Teacher specialising in two or three related subjects | 2.00 | .73 |

From Table 31 it is seen that very high priority is given to experience in all subjects throughout the school. Significantly less priority is given to specialisation in two or three related subjects and practically no importance is attached to experience as a subject specialist or to sectional specialisation. General experience is clearly regarded as the most appropriate pre-requisite for recruitment to the service.

# SUMMARY AND CONCLUSIONS

The study has examined the perceptions of school personnel of different status levels in different regions concerning various features of the advisory teacher service in primary schools. The views of advisory teachers in the subject areas Art, Language Arts, Mathematics, Music and Social Studies were examined and reported. This has been the first attempt at obtaining comprehensive information from the recipients of advisory services together with the views of some of those directly responsible for providing that service. The findings should provide useful guidelines to schools, advisory teachers and administrators at all levels, concerning the status of the service, its more effective utilisation, and its future.

If the views of school personnel and advisory teachers are to be taken as a guide, there is clear justification for the numerical expansion of the service in all existing areas to provide a frequency and duration of visits which would satisfy the perceived needs of these groups. Preferences for number of visits per year in all areas were considerably above those received. School personnel, irrespective of previous deprivation due to the small amount of advisory support available in some regions, declared that they wanted more visits than they had received. Furthermore, although not completely related to previous deprivation, there was a clear indication that school personnel in remote regions had a greater declared need than those in metropolitan areas. Not only does the consistently high discrepancy between preferred and received visits indicate a need to increase the numerical strength of the service, but the regional trend also indicates that priorities for appointment should be given to the more remote regions where perhaps alternative opportunities for professional support are fewer.

The discrepancy between the declared preferences and number of visits received for the two special areas of aboriginal education and child migrant education is very large even allowing for the fact that needs in these areas are considerably less general than in others. While only relatively few additional support personnel would probably be adequate to meet demands, it is clear that these two areas were, at the time the study was undertaken, the most critically understaffed. The declared preference of the majority of school personnel for the duration of the visit from an advisory teacher to be between one hour and half a day with a considerable proportion stating a preference for a longer period, is a factor which should be considered in planning for numerical expansion.

When examining the kind of assistance being sought, consideration was given to the relative importance school personnel placed on receiving assistance in the various areas, the form this assistance might take, and the relative amount of time devoted to various activities. Greater importance was placed on the syllabus subject areas as opposed to special areas as far as need for assistance was concerned. A rank order of importance corresponding more closely to the suggested time allocation rather than with recency of syllabus change emerged. For even though Language Arts, an area in which syllabus change has occurred recently, was rated first, Art, another area where recent syllabus change

has also taken place, was rated fourth. It would also seem that with the existence of a predominantly subject-oriented curriculum, advisory support in subject areas is seen to be on the whole more important than support in special areas.

Practical teaching issues were declared to be a more important kind of support than curriculum issues, which involved planning teaching programs and curriculum interpretation. Specific help with problems was seen to be of less importance still while advice on organisational and administrative matters was seen to be of relatively little general importance. The relatively high emphasis given by school personnel to practical teaching issues involving demonstrating or advising on teaching methods and techniques, general discussion and advising on resource utilisation, tends to suggest that it is essential for advisory teachers to have these kinds of skills as part of their repertoire of overall abilities. The practice of recruiting advisory teachers on the basis of demonstrated classroom expertise and providing additional training in curriculum areas seems to be in accord with what is expected of them by the school personnel whom they serve. The order of relative importance is also in accord with the ratings of advisory teachers themselves. This suggests that advisory teachers are well aware of the emphasis school personnel are placing on the assistance offered. It should be noted, however, that advisory teacher responses were representative of subject areas and not special areas. Special area advisory teachers may well not see the relative importance of the various kinds of support in the same way as do school personnel or subject area advisory teachers.

It was of interest that the mean rating for the importance of general discussion as a form of assistance was surprisingly high. This was interpreted to mean that a high degree of importance was being placed on a non-specific kind of help. In fact, as far as time was concerned, school personnel declared that about a quarter of the time was spent on this activity. It is distinctly possible that prior planning for the visit by school personnel is not adequate. If this is so, perhaps notice of visits in larger schools where principals invite the advisory teacher to visit the schools, is not reaching teachers in sufficient time for them to give adequate thought as to how the time with the advisory teacher might best be used. This is partly supported by the finding that teachers in the larger schools plan less frequently the assistance required than do those in smaller schools, and also by the finding that the declared frequency of planning by all status groups comprising principals of schools of various sizes, was higher than either of the teacher groups.

On the other hand, it is quite possible that the large amount of time devoted to general discussion is a consequence of the wide and varied kind of individual assistance being sought. Certainly, keeping abreast of change received the highest endorsement of all role items in both the actual and ideal sense. It is quite possible that what appears to be a disproportionate amount of general discussion time merely reflects the need for flexibility in providing individualised in-school service. School personnel on the whole appear to regard the service as appropriate since they declare that teaching is frequently improved by a visit. Furthermore, since there was strong disagreement with the suggestion that advisory teachers would be better employed as an in-service team conducting workshops and seminars rather than operating in schools as they are at present, it might be concluded that in its current form the type of assistance afforded is seen by school personnel to be appropriate. The subject area advisory teachers also seem to view the priorities for the various kinds of assistance in almost exactly the same way as do school personnel. Given the fact that there were no significant differences in the means for the various status groups and a clear consensus of rank order of importance for both school personnel and advisory teachers, it would seem that this information would be most useful for all concerned with recruitment and training advisory teachers. In order of priority, excluding general discussion, the various forms of assistance were: Demonstrating or advising on teaching methods and techniques; Advising on resource utilisation;

Curriculum interpretation; Planning teaching programs; Problem solving; Problem identification and redefinition and Advising on organisational or administrative matters.

Information was obtained about the way both school personnel and the advisory teachers themselves perceive the advisory teacher role. There was a high degree of coincidence in the order of magnitude of the actual and ideal role means of the school personnel and the ideal role means of advisory teachers. Lack of coincidence in order of magnitude between the actual role means of advisory teachers and the ideal role means of school personnel suggests some constraints exist which lead the advisory teachers to enact their role differently from both their own view of an ideal role and differently from that held by those they serve.

The discrepancy between the actual and ideal means for all items in the ratings given by school personnel were consistently positive. This suggests that the school personnel would hope that on each of the six role dimensions a higher level of role performance could be given. Nevertheless the fact that the two groups rated the role tasks in the same order and that consistently high ideal ratings were given by school personnel, gives some guidance to how the latter group perceive the role of the advisory teacher. For school personnel the advisory teacher is a person who helps them keep up with changes that are occurring, shows and describes use of materials, suggests ways of teaching, demonstrates most appropriate teaching methods, improves morale, and co-ordinates expertise in the school.

Even though rank order of the means for both groups was similar, since the mean discrepancy scores between the ideal and actual role means for advisory teachers was close to zero for two items and negative for all but one item, there is a strong suggestion that advisory teachers see their role somewhat differently from that endorsed by the school personnel. On the particular dimensions included in the survey, advisory teachers in the subject areas seem to regard that they are appropriately fulfilling their role in terms of helping teachers keep up with changes and in improving morale. They seem to regard the co-ordination of expertise as an area in which their role is not as effective as it might be. However the distinctly negative discrepancy scores for showing and describing use of materials, demonstrating appropriate teaching methods and suggesting ways of teaching, suggests that they would prefer that these aspects of their role should be de-emphasised.

Some further support for the view that advisory teachers would prefer a different role from that endorsed by school personnel is to be gained from their strong endorsement of the desirability of engaging in other forms of teacher education. The advisory teacher respondents apparently feel their services could be better utilised in other ways. However the utilisation of advisory teachers as an in-service team conducting workshops and seminars was one form of teacher education not endorsed by school personnel. Taken with the evidence that the people in schools prefer help on an individual basis with practical teaching issues, there seems to be little grounds for believing that school personnel would prefer a radical change in the way advisory teachers presently operate.

The evidence of role discrepancy has implications for recruitment, training and effectiveness of the service. It is important in interpreting this role discrepancy information to remember that the vast majority of school personnel declared that their teaching was frequently improved as a consequence of an advisory visit. This evidence would suggest that role discrepancy data should be seen in perspective. The presence of role discrepancy similar to that found in the survey is likely to affect efficiency of communication and perhaps indirectly, result in feelings of frustration. It does not however indicate that the service as such, is unsatisfactory. Certainly awareness of the nature of the discrepancy provided by this study could help alleviate some problems.

The results also suggest that school personnel are, on the whole, more likely to treat the encounter with advisory teachers as one characteristic of co-operative consultation with a person capable of providing help and support on a range of issues.

In this situation they feel free to accept or reject advice given, prefer numerous possible solutions to problems and feel that together, they and the advisory teacher can work out answers to problems. It seems less likely that school personnel would treat the encounter as one of directive counselling since most disagreed that this would be their reaction. There was moderate endorsement of the reaction that suggestions must be tried.

Advisory teachers who responded to the questionnaire endorsed the ideal reaction concerning co-operative consultation, to a greater extent than the actual reaction. This suggests that in practice it would seem to them that far less of this reaction is in evidence than they would prefer. On the other hand the opposite was the case for the directive counselling reaction. In this case the advisory teachers apparently see too much evidence of this reaction than they would like. Since the way advisory teachers go about their work and the satisfaction they derive from it is likely to be affected by how they feel teachers and others react to them, the fact that the reaction of school personnel is seen by advisory teachers to be less co-operative than ideal is a source of tension and possibly dissatisfaction. Furthermore, since the data from school personnel suggests that the contrary is the case, it would seem possible that the advisory teachers are perhaps misreading the situational cues.

Perhaps this problem is associated with the fact that advisory teachers tend not to see frequent evidence of the effectiveness of their work.

Advisory teachers declare that they obtain far more satisfaction from working with teachers than from their job as a whole and would, by and large, prefer to be engaged in other forms of teacher education. This, together with the data concerning role discrepancy and perceived reaction seems to provide relatively clear evidence of a problem with job satisfaction. However, since the satisfaction derived from the job as a whole was less than that derived from working with teachers in schools it is obvious that although role and reaction factors are present, there are other additional sources of dissatisfaction. The specific nature of these sources would be worth investigating since they probably relate to working conditions of all itinerants.

In general, it would seem that the service is performing a necessary and useful function. Priorities for support as far as school personnel are concerned, lie with practical teaching issues and to a lesser extent, curriculum issues. The number of preferred visits far exceeds that which occurs in practice. Subject area support is seen to be more important than special area support. However, while needs in special areas are not as great as for subject areas, visits preferred and received indicate service in all these areas and particularly in child migrant education is deficient. Thus if the indicated need for expansion occurs, some priority needs to be given in special areas where total numerical requirements are not great but present numbers of advisory teachers are extremely small.

It would also seem that present recruitment procedures requiring practical teaching expertise in a subject area, meets with the requirements of school personnel for subject area support. The current training program which focuses on subject area developments and curriculum issues seems to provide an appropriate balance. Evidence of role discrepancy problems however, suggest that attention needs to be given to this issue in training programs. Perhaps school personnel also need some assistance with the issue of role. Perhaps their expectations of the advisory teacher are such that they are not able to make the best use of this form of professional support.

There was clear evidence that priority should be given to remote regions, in providing advisory support, over the metropolitan regions. There was mixed evidence of a stronger need for support for small schools than for large ones. Since there was however a

tendency for teachers, as opposed to principals of large schools, to see less of a need for advisory support, it would seem that if a choice between supporting very large schools and others was to be made, the smaller ones might receive some additional consideration. This would be appropriate however, only if the views of teachers in large schools are used as a guide to their needs. Their principals seem to note the needs of these teachers somewhat higher than do the teachers themselves.

Finally it would seem profitable to ascertain more precisely how advisory teachers see the expansion of their activities, what additional role tasks, if any, they would firmly endorse, what specific sources of job dissatisfaction exist and to reconcile this information with that already obtained, and with the needs of the primary teaching service as a whole. The survey has certainly provided insights into how those served by advisory teachers see the service. It provides some guidelines for the ordering of priorities for further development of the service. For those concerned with recruitment and training there is also a degree of helpful information to be gained from the results. In addition there are some clear guidelines to be gained by advisory teachers themselves from the information on how those they serve see them and the service they render.

## APPENDIX 1: INSTRUMENTS

### 1. A QUESTIONNAIRE FOR SCHOOL PERSONNEL

The Advisory Teacher Service has been in operation for a number of years. The Service commenced in 1970 with the appointment of advisory teachers in Mathematics. Since then the service has been expanded to cover a number of other areas.

This questionnaire has been designed to collect information from Principals, Deputy Principals, and Teachers concerning the operation of the Advisory Teacher Service. Information sought relates to how persons within schools perceive the service to operate. In particular this information relates to the context in which the service operates and processes employed in assisting school personnel.

A similar questionnaire is to be completed by Advisory Teachers. Information from both will be collated and reported to the Advisory Teacher Committee to assist them in making judgements concerning effectiveness, possible changes which might have beneficial effects, and areas about which more information might profitably be sought.

All information will be treated confidentially. No attempt will be made to identify individual respondents.

**General Instructions**

1. Please answer the Questionnaire in terms of your own particular views and not in terms of your view of the opinions of Teachers generally.
2. Most questions may be answered simply by placing a tick (✓) in the appropriate box. Where another form of answer is required, this will be indicated.
3. In some questions space has been left for you to make further comments or to specify, in detail, reasons for a particular rating. Please make appropriate notations where requested.
4. At the end of the questionnaire, space has been left for any further comments you may care to make.

**Note**

1. Teachers who have **never** received a visit from an advisory teacher **answer** questions 1 to 6 and questions 16 and 17, **omit** questions 7 to 15.
2. All other teachers please answer every question.

1. What is your position in the school?

- Principal ☐
- Deputy Principal, Senior Mistress, or Infant Mistress ☐
- Teacher ☐

2. In which of the following regions is your school located?

- Brisbane North ☐
- Brisbane South ☐
- Brisbane West ☐
- Central ☐
- Darling Downs ☐
- Northern ☐
- North West ☐
- South West ☐
- Wide Bay ☐

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3. Mark below the class of school in which you work.

- Class 1 ☐
- Class 2 ☐
- Class 3 ☐
- Class 4 ☐
- Class 5 ☐
- Class 6 ☐

4. Which grade or grades do you teach?

- Grade 1 ☐
- Grade 2 ☐
- Grade 3 ☐
- Grade 4 ☐
- Grade 5 ☐
- Grade 6 ☐
- Grade 7 ☐

(More than one may be ticked)

5. For this question use Numbers (do not tick). For each area listed below indicate:
   (a) The number of visits per year you receive from an advisory teacher (Col. 1)
   (b) The number of visits per year you would like to receive (Col. 2)

(Please check to see that you have put numbers in each column).

| | Col. 1 Do receive | Col. 2 Would like to receive |
|---|---|---|
| Mathematics | | |
| Language Arts | | |
| Social Studies | | |
| Art | | |
| Music | | |
| Library | | |
| Audio-Visual | | |
| Child migrant education | | |
| Aboriginal education | | |

6. To what extent would the number of visits you indicated you would like to receive (Col. 2 in question 5) be disruptive of school routine.

Very great ☐ Great ☐ Little ☐ Very Little ☐ Not at all ☐

7. Indicate how, in general:
   (a) Advisory Teachers organise their visits (Col. 1)
   (b) You think they should organise their visits (Col.2)

| | Col. 1 How they organise | | | Col. 2 How they should organise | | |
|---|---|---|---|---|---|---|
| | Frequently | Seldom | Never | Frequency | Seldom | Never |
| Discuss with whole staff together | | | | | | |
| Discuss with teachers in small groups | | | | | | |
| Discuss with teachers individually | | | | | | |

8. Do your responses in the "How they organise" in column 1 of question 7 apply to all areas in which advisory visits occur?

Yes ☐ No ☐

If NO, please discuss: _____ . . .

9. Do your responses in "How they should organise" in column 2 of question 7 apply to all areas in which advisory visits occur?

Yes ☐ No ☐

If NO, indicate the nature of the exception: _____ . . .

10. On the whole what total duration would you prefer a visit to be?

- Less than half hour ☐
- Half hour to 1 hour ☐
- More than one hour but less than half a day ☐
- More than half a day ☐

11. Does your response concerning duration (Question 10 above) apply to all areas in which advisory visits occur?

Yes ☐ No ☐

If NO, please discuss _____ . . .

12. How frequently do you:

| | Very Frequently | Frequently | Seldom | Never |
|---|---|---|---|---|
| Seek follow-up assistance from Advisory Teachers? | ☐ | ☐ | ☐ | ☐ |
| Plan the assistance you require from an Advisory Teacher prior to a visit? | ☐ | ☐ | ☐ | ☐ |
| Find that the advice given can be used to improve teaching? | ☐ | ☐ | ☐ | ☐ |
| Require assistance but the advisory teacher is unable to visit your school until it is too late to really help? | ☐ | ☐ | ☐ | ☐ |

13. How important is each of the following activities that Advisory Teachers might use to assist you.

| Areas of Assistance | Importance: Very Great | Great | Little | Very Little | Not at all |
|---|---|---|---|---|---|
| Curriculum interpretation | | | | | |
| Planning teaching programs | | | | | |
| Demonstrating or advising on teaching methods and techniques | | | | | |
| Advising on resource utilization | | | | | |
| Advising on organisational or administrative matters | | | | | |
| Problem identification and redefinition | | | | | |
| Problem solving | | | | | |
| General discussion | | | | | |
| Other (Specify) | | | | | |

14a. Estimate to the nearest 5 percent the percentage of time Advisory Teachers spend with you on: (For this question use numbers, do not tick).

| Curriculum Interpretation and Planning teaching programs | Demonstrating or advising on teaching methods and techniques and Advising on resource utilization | Advising on organisational or administrative matters | Problem identification, redefinition and solving | General discussion | Other (Specify) | Total |
|---|---|---|---|---|---|---|
| | | | | | | |

14b. Does your response to 14(a) apply to all areas in which advisory visits occur?

Yes ☐ No ☐

If NO, please discuss: _____ . . .

15. In my opinion, an Advisory Teacher:

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| Suggests many ways of teaching | | | | |
| Ought to suggest many ways of teaching | | | | |
| Shows or describes how to use the materials we have in the school | | | | |
| Ought to show or describe how to use the materials we have in the school | | | | |
| Co-ordinates the expertise in the school | | | | |
| Ought to co-ordinate the expertise in the school | | | | |
| Demonstrates most appropriate teaching methods | | | | |
| Ought to demonstrate most appropriate teaching methods | | | | |
| Indicates the minimum or maximum standards required | | | | |
| Ought to indicate the minimum or maximum standards required | | | | |
| Does improve the morale of teachers | | | | |
| Ought to improve the morale of teachers | | | | |
| Does help me keep up to date with the changes that are occurring. | | | | |
| Ought to help me keep up to date with the changes that are occurring. | | | | |

PLEASE ANSWER ALL ITEMS BUT COMMENT ON ANY SPECIAL EXCEPTIONS BELOW:

16. Indicate how you react to advisory teachers:

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| I feel suggestions must be tried | | | | |
| I feel advice is satisfactory only if a specific solution to a problem is given | | | | |
| I feel advisory teachers should know the answer to all problems raised | | | | |
| I feel free to accept or reject advice given as I see fit | | | | |
| I feel assisted best if a number of possible causes for a problem are pointed out and a number of possible solutions are given | | | | |
| I feel that advisory teachers don't have answers to many problems but that we can work out answers together | | | | |
| I feel that advisory teachers would be of more help as an inservice team employed in conducting workshops and seminars than in schools | | | | |

PLEASE ANSWER ALL ITEMS BUT COMMENT ON ANY SPECIAL EXCEPTIONS BELOW:

17. Rate each of the areas below in terms of how important it is for you to receive advice in each of these areas.

| | Importance | | | | |
|---|---|---|---|---|---|
| | Very great | Great | Little | Very Little | Not at all |
| Mathematics | | | | | |
| Language Arts | | | | | |
| Social Studies | | | | | |
| Art | | | | | |
| Music | | | | | |
| Library | | | | | |
| Audio-visual | | | | | |
| Child migrant education | | | | | |
| Aboriginal education | | | | | |

COMMENTS

## 2. A QUESTIONNAIRE FOR ADVISORY TEACHERS

The Advisory Teacher Service has been in operation for a number of years. The service commenced in 1970 with the appointment of advisory teachers in Mathematics. Since then the service has been expanded to cover a number of other areas.

This questionnaire has been designed to collect information from Advisory Teachers concerning the operation of the service. The information sought relates to how the Advisory Teachers perceive the service to operate. In particular, this information relates to the context in which the service operates and processes employed in assisting school personnel.

A similar questionnaire is to be completed by Principals, Deputy Principals and Teachers. Information from both will be collated and reported to the Advisory Teacher Committee to assist them on making judgements concerning effectiveness, possible changes which might have beneficial effects, and areas about which more information might profitably be sought.

All information will be treated confidentially. No attempt will be made to identify individual respondents.

**General Instructions**

1. Please answer the Questionnaire in terms of your own particular views and not in terms of your view of the opinions of Advisory Teachers generally.
2. Most questions may be answered simply by placing a tick (✓) in the appropriate box. Where another form of answer is required, this will be indicated.
3. In some questions space has been left for you to make further comments or to specify, in detail, reasons for a particular rating. Please make appropriate notations where requested.
4. At the end of the questionnaire, space has been left for any further comments you may care to make.

1. In what area are you an advisory teacher?

- Mathematics ☐
- Language Arts ☐
- Social Studies ☐
- Art ☐
- Music ☐
- Library ☐
- Audio-visual ☐
- Child migrant education ☐
- Aboriginal education ☐

2. For this question use numbers (do not tick)

In the boxes below indicate the *average* number of visits you make to *each* teacher per year, and the number you would like to make.

| Number of visits | |
|---|---|
| you make | you would like to make |
| | |

3. On the whole what total duration would you prefer your contact with each teacher during a visit to be:

- Less than half an hour ☐
- Half an hour to one hour ☐
- More than one hour but less than half a day ☐
- More than half a day ☐

4. Indicate how in general:
(a) You conduct your visits (Col. 1)
(b) You would like to conduct your visits (Col. 2)

| | Col. 1 How You Do | | | Col. 2 How you would like to | | |
|---|---|---|---|---|---|---|
| | Frequently | Seldom | Never | Frequently | Seldom | Never |
| work with whole staff together | | | | | | |
| work with teachers in small groups | | | | | | |
| work with teachers individually | | | | | | |

5. Does the "How you work" column in 1 above apply to all situations?

Yes ☐ No ☐

If no, please specify_____...

6. Does the "How you would like to work" column in 2 above vary for any specific situation?

Yes ☐ No ☐

If no, please specify_____...

7. How frequently do:

| | Very Frequently | Frequently | Seldom | Never |
|---|---|---|---|---|
| you have teachers seeking follow-up assistance from earlier visits | ☐ | ☐ | ☐ | ☐ |
| teachers plan the assistance they require from you prior to your visit | ☐ | ☐ | ☐ | ☐ |
| you see evidence that teachers use the advice you give | ☐ | ☐ | ☐ | ☐ |

8. Indicate how important to you are each of the following tasks in assisting teachers.

| Areas of Assistance | Importance | | | | |
|---|---|---|---|---|---|
| | Very Great | Great | Little | Very Little | Not at all |
| Curriculum Interpretation | | | | | |
| Planning teaching programs | | | | | |
| Demonstrating or advising on teaching methods and techniques | | | | | |
| Advising on resource utilisation | | | | | |
| Advising on organisational or administrative matters | | | | | |
| Problem identification and redefinition | | | | | |
| Problem solving | | | | | |
| General discussion | | | | | |
| Other (specify) | | | | | |

9a. Estimate to the nearest 5 percent the percentage of time you spend on:

(For this question use numbers, do not tick).

| Curriculum Interpretation and Planning teaching programs | Demonstrating or advising on teaching methods and techniques and advising on resource utilization | Advising on organisational or administrative matters | Problem identification, redefinition and solving | General Discussion | Other (Specify) | Total |
|---|---|---|---|---|---|---|
| | | | | | | |

9b. Does your response to 9 (a) apply to all situations?

Yes ☐ No ☐

If no, please discuss notable exceptions_____...

10. In my opinion, I:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| suggest many ways of teaching | | | | |
| would like to suggest many ways of teaching | | | | |
| show or describe how to use the materials in the school | | | | |
| would like to show or describe how to use the materials in the school | | | | |
| co-ordinate the expertise in the school | | | | |
| would like to co-ordinate the expertise in the school | | | | |
| demonstrate the most appropriate teaching methods | | | | |
| would like to demonstrate the most appropriate teaching methods | | | | |
| indicate the maximum or minimum standards required | | | | |
| would like to indicate the maximum or minimum standards required | | | | |
| improve the morale of teachers | | | | |
| would like to improve the morale of teachers | | | | |
| help teachers keep up to date with changes that are occurring | | | | |
| would like to help teachers keep up to date with the changes that are occurring | | | | |

PLEASE ANSWER ALL ITEMS BUT COMMENT ON ANY SPECIAL EXCEPTIONS BELOW:

11. Indicate your reaction to each of the statements below as you think they apply generally.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| I would hope teachers feel that suggestions I make must be tried | | | | |
| Teachers do feel that suggestions I make must be tried | | | | |
| I would hope teachers feel that advice is satisfactory only if a specific solution to a problem is given | | | | |
| Teachers do feel that advice is satisfactory only if a specific solution to a problem is given | | | | |
| I would hope teachers feel that advisory teachers **should** know the answer to all problems raised | | | | |
| Teachers do feel that advisory teachers **should** know the answer to all problems raised | | | | |
| I would hope teachers feel free to accept or reject advice given as they see fit | | | | |
| Teachers do feel free to accept or reject advice given as they see fit | | | | |
| I would hope teachers feel assisted best if a number of possible causes for a problem are pointed out and a number of possible solutions are given | | | | |
| Teachers do feel assisted best if a number of possible causes for a problem are pointed out and a number of possible solutions are given | | | | |
| I would hope teachers think that advisory teachers don't have answers to many problems but that they and the advisory teacher can work out answers together | | | | |
| Teachers do think that advisory teachers don't have answers to many problems but that they and the advisory teacher can work out answers together | | | | |

PLEASE ANSWER ALL ITEMS BUT COMMENT ON ANY SPECIAL EXCEPTIONS BELOW:

| 12. How frequently do you get an opportunity to see evidence of the results of your work. | Very Frequently | Frequently | Seldom | Never |
|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ |

| 13. | Very Great | Great | Little | Very Little |
|---|---|---|---|---|
| To what extent do you derive satisfaction from work with teachers. | ☐ | ☐ | ☐ | ☐ |
| To what extent do you derive satisfaction from your job as a whole. | ☐ | ☐ | ☐ | ☐ |
| To what extent would you prefer to be engaged in other forms of teacher education activities. | ☐ | ☐ | ☐ | ☐ |

14. Please use the numbers 1 to 4 to rank from most satisfactory to least satisfactory the type of teacher you think would make an Advisory Teacher (Do not tick).

| | |
|---|---|
| A teacher with experience teaching all subjects throughout the school | ☐ |
| A subject specialist | ☐ |
| A teacher specializing in one section of the school (e.g. the middle school) | ☐ |
| A teacher specializing in two or three related subjects | ☐ |

(Please check that you have used numbers for rating this question.)

COMMENTS

_____ . . .

## APPENDIX 2: PRINCIPAL COMPONENTS ANALYSIS OF ADVISORY TEACHER ROLE ITEMS

The principal components analysis produced three factors of consequence. Eigenvalues were greater than one. These were rotated using the quartermax criterion. The purpose of this statistical technique is to make the factors more easily interpretable. The items constituting the first rotated factor and their correlations with that factor are:

| | |
|---|---|
| Does suggest many ways of teaching | .553 |
| Does show or describe use of materials in schools | .617 |
| Does co-ordinate the expertise in the school | .555 |
| Does demonstrate most appropriate teaching methods | .671 |
| Does improve the morale of teachers | .623 |
| Does help to keep up to date with changes | .599 |

(This factor accounts for 24.6 per cent of the variance of all fourteen role items.)

It is clear that all these items are concerned with what advisory teachers do. This first factor is a measure of the degree to which an *actual role* is seen to be performed. This factor is labelled "Actual Role".

The items constituting the second factor and the correlation of these items with the factor are:

| | |
|---|---|
| Ought to suggest many ways of teaching | .551 |
| Ought to show or describe use of materials in schools | .571 |
| Ought to coordinate the expertise in the school | .413 |
| Ought to demonstrate most appropriate teaching methods | .600 |
| Ought to improve the morale of teachers | .468 |
| Ought to help keep up to date with changes | .502 |

This second factor measures the degree to which an *ideal role* is seen to be performed. It is the obverse of the first factor. This factor is labelled "Ideal Role". This factor accounts for 15.4 percent of the variance of the role items.

Two distinct *actual* and *ideal* domains were produced from twelve of the items. The third factor (accounting for 11.3 percent of the variance in the set of role items) deals with the indication of maximum and minimum standards. The items that load on this factor together with their correlations with the factor are:

| | |
|---|---|
| Does indicate minimum or maximum standards | .716 |
| Ought to indicate minimum or maximum standards | .691 |

Items which load on this factor deal with both the actual and ideal domain. Because they have coalesced to form a separate factor there is strong evidence that these two items measure a domain quite different from that measured by the other two factors. Thus there is a strong suggestion that the scale measures an *actual role* domain, an *ideal role* domain, and a domain concerned with standard setting.

## APPENDIX 3: PRINCIPAL COMPONENTS ANALYSIS OF REACTIONS TO ADVISORY TEACHERS BY SCHOOL PERSONNEL

The principal components analysis produced three factors with eigenvalues greater than one. These were rotated using the quartermax criterion. The items constituting the first factor and their correlations with that factor are:

| | |
|---|---|
| I feel free to accept or reject advice given. | .472 |
| I feel assisted best if possible causes of a problem are pointed out and a number of possible solutions are given | .582 |
| I feel that advisory teachers don't have answers to many problems but that we can work out answers together. | .244 |

This factor accounts for 21.4 percent of the variance of the six reaction items. The dimension being measured appears to be indicative of co-operative consultation.

The items constituting the second factor and their correlations with that factor are:

| | |
|---|---|
| I feel that advice is satisfactory only if a specific solution to a problem is given. | .434 |
| I feel that advisory teachers should know answers to all questions raised. | .769 |

This factor accounts for 23.7 percent of the variance in the set of items. The dimension measured by this factor seems to be indicative of an expectation of extreme competence and expertise of the advisory teacher. Advice would be likely to be treated as though being received in a directive counselling situation.

The third factor, accounting for 17.7 percent of the variance consisted of one item. The item and the correlation with the factor was:

| | |
|---|---|
| I feel that suggestions must be tried. | .506 |

The dimension being measured by this factor seems to be indicative of how seriously advice is treated.